

Miss Wrenchey
BULLETIN X TO CORE STUDIES TEACHERS

BEING SUGGESTIVE COMMENTS DEALING, FOR THE MOST PART,
WITH THE VARIOUS FIELDS OF ENGLISH

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INTRODUCTION

Thank You

The contributions made by teachers to this bulletin are deeply appreciated. It takes a truly professional attitude for one to be willing to submit his ideas for criticism. Anonymity is practiced for all, since it was the request of some. In order, also, are thanks to the core chairmen who have been exemplary in their cooperation with the head of the department and have worked faithfully to establish and maintain high standards for core. The work of the librarians and library co-ordinators is as deeply appreciated. Since the research method is, to a great extent, the core method, library facilities are indispensable. The librarians have made special effort to put those facilities at our disposal. The core teachers who were on the staff last year are going quietly and constructively about their business without the air of frustration which characterized some of us last year. Such a change in attitude is a healthy sign. The new core teachers, willing to learn the "fine points," which exist in any system, are to be commended for their nice adjustment to Poston and the Poston schools.

Looking Ahead

The foregoing remarks do not mean that our work is a "bed of roses." Many problems, such as correlation of materials, building units, the selection and use of textbooks, and individual differences, continuously confront us in many varying forms. The significant things are that as we work on our problems we are gradually clearing up uncertainties, seeing our course as core teachers a little more clearly, and thus deriving greater satisfaction from our work.

At the meeting of principals on Friday, October 15, 1943, it was agreed that department heads might call meetings of members of their department in all three communities on the morning of the last Saturday of each month. No such meeting of core teachers has yet been called, for it seemed that during the first quarter, at least, more good could be accomplished by the individual or the small group conference than in any other way. However, as has been suggested by various teachers, a few Saturday morning meetings might prove profitable and not at all boring if they were grade-level meetings in which planned discussion actually dealt constructively with the problems of teaching in Poston and of the grade-level group concerned. At such meetings some beneficial over-all planning might be done--planning which would give more assurance to the group as a whole. Furthermore, it is a broadening experience to learn to know the other teachers on one's own grade level and to exchange ideas with them.

Core Department Bookshelf

In 31A, Unit I, there is a Core Department bookshelf. Core teachers are invited to examine, borrow, use, and evaluate the books and pamphlets found there. By giving the textbooks on hand a thorough trial and by examining these books on the Core Department shelf, it is hoped that we will be prepared to select our next allotment of textbooks wisely.

The School Library

The school library is constantly receiving new books and pamphlets pertinent to core studies. Teachers are urged to examine these materials so as to know what references are available for certain units of work. Some teachers, who thought they were poverty stricken in regard to references, were pleasantly surprised when they visited the library. The catalogers of the central library are making a new catalog for each school library--arranged by author, title, and subject--as well as a shelf list. (a catalog of all books in the library, arranged according to the Dewey Decimal classification.)

Professional Library, Unit I

A teachers' library for Camp 1 has been opened in Block 31-C. The librarian in charge is Midori Takenaga. All single copies of professional books as well as Camp 1's own collection have been moved from Camp 2. (where they were used last year by the teachers of all three camps attending Saturday morning classes) to the Camp 1 teachers' library. The sample textbooks - both elementary and high school - have been moved from Block 12 to this library also. The library will be open during week days from 8 to 5:30 and Saturdays 8 to 12:30, with the librarian in charge. Teachers who wish to use the library Saturday afternoon and Sundays may obtain the key from the Head of the Core Department - being careful to lock the library when leaving. It is hoped, soon, to install lights so that teachers may use the room in the evening if they wish. New catalogs are being made for the professional libraries in each community.

A CHALLENGE FROM A HIGH SCHOOL OFFICE

Our Part

South Dakota's Congressman, Karl Mundt, is credited with the statement that "America is confronted with her best opportunity in history to give her Japanese citizens a laboratory demonstration of the virtues of the American system and the American standards of living."

We would like to raise the question, "What is OUR PART in meeting that great challenge?" Are the teachers of our Public schools, and especially the Core Class Teachers, concerned with the final results of this great "laboratory demonstration"? Regardless of our personal feelings in the matter, education must meet the challenge and lead the way. The Social Studies Teacher, the molder of our political and social concepts, and the English teacher, the builder of our framework for the adequate communication of ideas, certainly cannot dodge the major responsibility for this great task.

Dewitt Mackenzie, Associated Press War Analyst, contends that when peace comes, "the Allies will have to embark on the task of EDUCATING the Japanese people into friendly relations with the West. That won't be easy." However, "many students of the question feel sure that this great work can be done." Notice that "education" forms the very heart of that program!!

Yes, you Social Studies and English Teachers are vital to the great task ahead,--the World is your area of influence, your workshop, the class room, your final product, the perpetuation of the American Way of Life!!

--A. M. Main

GRAMMAR AND SENTENCE STRUCTURE

A tenth grade core teacher reports that her class is using a seventh grade grammar text advantageously. From the report of this situation and from thoughtful comments by teachers, such as the one quoted below, ideas in regard to grade-level emphasis in grammar have been formulated and are presented as suggestive guides for the core teachers.

A basic knowledge of grammar, it seems to me, is one of the important fundamentals each high school student should have. In my eleventh grade core I have found some students who do not know even the basic parts of speech and call nouns "verbs", etc., and thus I have started teaching the very simplest grammatical forms and am working up to the more complicated.

However, it seems to me, a thorough grounding in grammar could be given in the first two years of high school, with much drill and definite emphasis. Perhaps the parts of speech and simple sentences could be studied the first year, and the complex and compound sentences and verbals the second year. If sufficient time and energy were given to that study, by the time the junior year were reached, the knowledge of grammar would be completed and emphasis could be placed on using that knowledge in composition writing and in learning how to write not only correctly but also effectively. The senior year then could continue this practice in writing and devote more time to the study of literature.

As the situation is this year, though, it seems as if the whole field of grammar should be covered in eleventh grade core, for the students have an inadequate grasp of it by the time the senior year is reached. Perhaps some plan could be started in the freshman year this year so as to avoid, in years to come, this time-consuming repetition and yet give the students the working knowledge of grammar which they so badly need.

General Suggestions

1. The basis of all study of the sentence should be analysis of thought, for, grammatically speaking, a working knowledge of the simple sentence is the "beginning of wisdom."

2. The diagram should be presented as the blue print of thought. It should be taught not as an end in itself, but merely as an effective means to be used in the analysis of the thought expressed in the sentence. It may be an excellent visual aid.
3. Much successful and efficient grammar instruction can be done individually or in small groups.
4. The only sure way to eradicate deep-seated errors in speech and fix new forms in mind is purposeful oral drill.
5. Grammar is not mastered until it is transferred to speech and writing.
6. Mastery is more easily effected when one thing at a time is presented.
7. For a teacher to attempt to teach grammar without the use of the pretest is like a doctor's prescribing a remedy without making an examination. The pretest may be a test devised by the teacher, a standardized test, or, better yet, it may be all the written work and oral reports of a pupil or a group of pupils for a given period of time.
8. Technical grammatical terms are merely names to designate relationships and functions. If analysis of thought precedes the attempt to fix to words, phrases, clauses, and sentences their technical grammatical names, the pupils will find them necessary and convenient instead of confusing.

Junior High School

All too frequently, the whole field of grammar is covered in the four semesters of the seventh and eighth grades. From that time on, grammar is treated as a review subject, and a great effort is made to get pupils to review what they do not know. Grammar has been called a science. Certainly the study of grammar is a thought process. If pupils are not capable of doing much abstract thinking until they are about fourteen years old, the more involved forms of grammatical study are beyond the comprehension of the average junior high school child. Often a dislike for grammar is instilled by attempting to teach "too much, too soon." The study of grammar in the junior high school, especially in the seventh and eighth grades, should be limited almost exclusively to the simple sentence.

Suggested Objectives for the Seventh Grade

1. To recognize and use the simple sentence as a unit of thought.

This would insure the recognition of the subject and predicate verb (single and compound; simple and complete) and their sentence relationship. It would also bring about a working understanding of the types of sentences classified according to thought and a recognition of thought unity in sentences in which the subject does not come first.

2. To use simple punctuation correctly.

This would include:

- a. The principles of end punctuation.
- b. These uses of the comma: after words and phrases in a series; after introductory yes or no; in dates and addresses; after salutation and complimentary close in friendly letters; in direct address; and to set off simple, unbroken direct quotations.

- c. The apostrophe in the possessive case of nouns and in contractions.
 - d. The use of quotation marks in simple, unbroken direct quotations.
 - e. The colon after the salutation of a business letter.
 - f. The period after abbreviations and initials.
3. To comprehend the idea that capital letters are marks of discrimination in thought.
 4. To recognize the parts of speech and understand their functional use.

In working toward this objective, the teacher should give special attention to teaching the principal parts of verbs in ordinary use, both regular and irregular. Though tense as such and in its completeness is too complicated to teach in this grade, the meaning and use of the simple tenses (present, past, and future) should be made clear. An attempt should be made to "fix" correct habits in the use of has, have, and had in verb phrases.

Kinds of nouns (common and proper) and their uses in the parts of the simple sentence should be taught; also the formation of plurals and possessives. In treating the subject of pronouns, only personal and interrogative pronouns need be considered, with emphasis on the correct use of nominative and objective cases.

5. To establish habits of correct usage.

To accomplish this purpose the instructor teaches individually in correcting the written work of the pupils and in helping them to overcome incorrect habits in speech. Purposeful drill can always be used to advantage in instilling habits of correct usage.

Suggested Objectives for the Eighth Grade

1. To maintain and increase the understanding of the simple sentence as a unit of thought, placing added emphasis on compound subject and compound predicate verb.

Pupil-written sentence fragments and run-on sentences should be utilized as corrective material. Pupils may be shown how variety can be secured by the use of expletives and introductory words or phrases.

2. To preserve and to augment the working comprehension of punctuation and of capitalization.

In this grade the pupils should recognize punctuation as being signal of and subservient to thought. They might master the following usages.

- a. the comma to set off parenthetical elements and interrupting predications which break quotations.
 - b. the apostrophe with the gerund, although the technicalities of the gerund need not be gone into.
 - c. quotation marks and capitals in broken quotations.
 - d. parenthesis
 - e. capitalization of adjectives derived from proper nouns.
3. To maintain and augment correct usages and practices.

The pupils should be brought to realize that correct usage, understandings, and practices are fundamental to accuracy in thinking and thought expression in the sentence. To the right verb

practices carried over from the seventh grade, an understanding of the following might be added:

- a. use of such expressions as (accept, except), (bring, take), (lend, borrow)
- b. agreement of verb with each, every, either, neither, anyone, etc.
- c. agreement of verb with compound subject joined by or or nor.
- d. agreement of verb with such words as news, mathematics, civics, two-thirds, etc.
- e. principal parts of many more verbs.

To the pronoun usage mastered in the seventh grade should be added a mastery of:

- a. agreement of pronouns relating to each, every, many a, a person, etc.
- b. correct use of who and whom.
- c. use of demonstrative pronouns.
- d. clear reference of pronouns.

In the study of the adjective and adverb, pupils should learn to compare parts of speech. They should also be led to make nice discriminations in their choices of adjectives and adverbs.

Suggested Objectives for the Ninth Grade

1. To secure greater skill in the use of the simple sentence through a complete working understanding of the thought relationship between all primary verb complements (direct objects, predicate adjective, predicate nominative) and the verbs that make them necessary.
2. To complete the study of the formal use of nouns in sentences, including appositives, adverbial nouns, and objects of prepositions, etc.

Emphasis here may be given to nouns with troublesome plurals (such as brother-in-law, 4, ten, deer), to the possessive forms of all nouns, and to the circumstances which call for the use of the prepositional phrase instead of a possessive noun. Collective nouns and their use should also be taught.

3. To secure an understanding of the difference in meaning and use of personal, interrogative, demonstrative, and relative pronouns. However, a complete study of the relative pronoun should be reserved until the complex sentence is taken up.
4. To gain some understanding of verbals in their simplest form (participles and gerunds) and their use in the sentence.
5. To add to the understanding of the simple sentence, an understanding of the compound sentence.
6. To understand the classification and all properties of the verb.

This would complete the study of tense and include transitive and intransitive verbs. Much oral and written drill should be used.

Senior High School

In the core classes in the senior high school, the two main purposes, in regard to grammar, should be to discover and correct

individual speech errors and to utilize more fully all grammatical knowledge in securing greater variety and effectiveness in both written and spoken sentences.

Suggested Objectives for the Tenth Grade

1. To maintain abilities already achieved.
2. To master the compound sentences as a unit of thought. This would include all the possibilities of its correct punctuation.
3. To gain a working comprehension of the complex sentence as a unit of thought. (A detailed study of the complex sentence might well be reserved for the eleventh year; however, the principle of the complex sentence should be taught in the tenth year to serve as a basis for clarifying an understanding of the compound sentence.)
4. To comprehend thoroughly the use of all verbals, gerunds, participles, and infinitives, studying them from the standpoint of verbal origin and verbal qualities as well as usage.
5. To maintain punctuation skills, adding to previously developed abilities the use of the dash and all other possibilities of the comma, the semicolon, and the colon.

Suggested Objectives for the Eleventh Grade

1. To clinch in a practical manner the information and skills the pupils have been acquiring.

This implies thorough review and adequate opportunity for the pupil to express himself in both speech and writing. It is necessary to stress at all times the functional side of grammar instead of mere grammatical theory. The purpose of the study of grammar is not to impart knowledge of forms, classifications, and definitions; it is to develop habits which will improve the ordinary speech and writing of the pupil.

2. To develop further freedom of expression and variety in sentence structure through a knowledge of all the possibilities of the compound and complex sentences.

In the expression of thought the complex sentence and compound-complex sentence were probably the last to be developed. This is illustrated in the speech of the growing child, for a person must reach the age at which he can discriminate between the values of different thoughts before he can handle complex expression. The use of the complex type of sentence involves a conception of coordination and subordination, and the relation between them. Effective usage further requires the ability to qualify and limit words in independent predications by means of dependent predications, which serve as adjectives or adverbs. By far a greater part of a mature person's expression consists of complex sentences. The more subtle one's thought becomes and the nicer the distinctions in thought relations, the more complex forms will be needed for its expression. Complex sentences are for those who think.

--Ramey: Art and Principles of Writing
(1936)

4. To develop the ability to discriminate in the choice of sentence patterns suited to the thought and to the mood and tone of the writer.
5. To establish standards of technical usage whereby the pupil may be better able to judge the writings of others, improve his own style, and correct his own errors.

Suggested Objectives for the Twelfth Grade

1. To establish more firmly correct principles and habits in oral and written English.

Since the grammar of this year is for the purpose of rounding out the pupil's knowledge of correct usage and correcting his faults in sentence structure, the work must necessarily begin with what he knows, and more than ever must be individual work. After a series of tests have been given or a pupil's most common errors have been listed, he should be set to work to master his own difficulties. There is too much time wasted when a class "goes over" a series of lessons the content of which has already been pretty well mastered by a large number of pupils in the class. However, this does not mean that periods of general discussion will not be profitable.

2. To arouse social pride in and a feeling of need for the ability to use correct and effective English.

A college, whose functional grammar handbook is available, lists these as the most serious errors made in college freshman composition:

1. Sentence fragment.
2. Fused sentences and comma splice.
3. Pronoun reference and agreement.
4. Agreement of subject and verb.
5. Troublesome verbs (lie, lay,) etc.
6. Pronoun case.
7. Dangling elements.
8. Tense usage.
9. Adjectives and adverbs.
10. Parallel structures.
11. Illogical inaccurate expressions.
12. Fundamental rules of Punctuation.

Conclusion

At all times, but especially considering the present conditions in Boston, the teacher should find the level of his class and base his term's work on his own findings rather than on the supposition that his pupils are ready for a series of lessons found in some textbook or course of study. However, if gradual and systematic mastery of the subject matter of grammar can be acquired as has been suggested here, perhaps one of the core teacher's problems will be at least partially solved. The problem referred to is the one dealing with these questions: Just what grammar content should be emphasized this year? At the beginning of a new term, how well prepared will my pupils be to receive grammar instruction on a little higher level?

SUGGESTIONS FOR WRITTEN COMPOSITION

The purpose of composition is to help pupils put into their own thinking correct usage and effective ways of using the English language, thus bringing about both power and enjoyment in self-expression. Written composition is one of the means by which this purpose may be realized. Skill in written composition is the result of steady growth. For instance, the mastery of sentence sense is a problem for the teacher on every grade level and requires constant drill and development. The same thing is true of every other technical problem in English. Before any one problem is completed, or mastered in any sense of the word, there will be many recurrences of the problem, not only on one grade level but in all grades. It is through this recurrence of the same problem that skill is developed.

The core class offers an ideal situation for written composition. Not only English teachers but teachers of special subjects have long realized that if the time and effort used for the teaching of English is to be justified, English techniques and skills must "carry over" into all pupil expression. In many schools, much effort has been made to integrate with English the written work required in other subjects. In the core class, since written composition is used continuously in various situations, there is an opportunity to bring about naturally this desired integration in the fields of social studies and English. It is not unreasonable to hope that by such integration, correct techniques and skills may become so firmly fixed in the thought processes of the pupil that they will "carry over" into all his writing.

Junior High School

1. Uniform rules governing the forms of composition might be established for the junior high school.
2. The emphasis, especially in the seventh and eighth grades, is on the simple sentence. Pupils may be shown how to secure effectiveness in the sentence by varying the sentence structure, using inversion, sometimes placing an adverb modifier first, using appositives or participles, condensing by use of the series, or using a question instead of a statement. The development of "sentence sense", that is guarding against the sentence fragment and the run-on sentence is important.
3. Compositions written merely as a part of the English lesson should be short. A single paragraph of six or eight sentences, properly punctuated, correct in spelling and capitalization, is preferable to pages of rambling sentences. The junior high school pupil should be held responsible for all the English techniques and skills that he knows (such as spelling, punctuation, capitalization), legible handwriting, and, in the ninth grade, well developed paragraphs.
4. Intensive training in finding "guiding ideas" in selected textbook paragraphs may help the pupil in organizing his own ideas into a paragraph with a topic sentence.
5. Junior high school pupils might well have practice in writing letters, short narratives, reports on subject matter topics, descriptions, and even dramatizations.

Senior High School

Special emphasis should be placed upon expository writing, leading to the development of skill in gathering, outlining, and presenting material in a composition of some length. Both the paraphrase and the precis should be used in training pupils to understand and reproduce thoughts found on the printed page. The pupils should be given ample opportunity to express their personal reactions in short, informal essays. They may be encouraged also to do creative writing in any other literary form.

Tenth Grade

In addition to maintaining the principles of sentence structure laid down in the junior high school, the pupils in the tenth grade should give special attention to the development of well-rounded paragraphs and in the construction of different types of paragraphs. In this grade they develop skill in writing the paraphrase and the precis. They learn that their compositions become more interesting as they develop skills in the use of variety in sentence structure, descriptive verbs, characteristic details, descriptive details that appeal to the senses, and verbs of action. Increased skill in writing will, of course, be accompanied by reasonable enrichment of each pupil's vocabulary.

Eleventh Grade

In this grade, greater freedom of expression and variety in sentence structure should be attained in the use of the compound and complex sentences. If the pupil has satisfactorily mastered the simple sentence and has come to understand the relationship of its parts, he will have little trouble with compound and complex sentences.

In addition to maintaining the principles of paragraph development already learned, the pupils give special attention to the organization of longer compositions, whether creative or dealing with subject matter. Emphasis may be placed on organization (skill in the use of the outline) and on taking notes and developing compositions from them. Originality and development of style may be encouraged. In the eleventh grade the pupil should be brought to understand how to give to his writing unity, coherence, and emphasis.

Twelfth Grade

In this bulletin under the heading "Grammar and Sentence Structure" is a list of common errors made by college freshmen. In the twelfth grade, pupils should learn to understand and use all essential principles of composition and language usage presented in previous years, but not yet mastered. In reference to senior English, the word "mastery" implies spontaneity in the use of these principles or the ability to correct one's own errors and to polish one's own writing. Pupils in this grade should be able to understand and profit by mature criticism. If special talent for creative writing is evidenced, it is to be encouraged. Seniors should be given further practice in the composition activities that will be of most value

to them after they leave high school, whether they go to college or into the business world. These activities would include the following:

1. Notetaking. Being skilled in taking notes from hearing a speaker or from one's reading is a valuable accomplishment. The ability to outline a subject, make a bibliography, and to assemble subject matter for later use has a real place in the life of a pupil when he attends college or takes part in the civic and cultural life of the community.
2. Letterwriting. The ability to write a good personal letter is always a social asset; the ability to write a good business letter that really accomplishes the purpose of the writer is of great practical value.
3. The informal essay. The "American way of life" gives everyone a chance to express his opinion. The consideration given that opinion frequently depends upon how it is expressed. Many publications invite opinions from their readers. Leaders in civic life are often pressed for comments, informal, though serious and organized. There is no limit to the opportunities for enjoyment and practical good that can come from skill in this type of composition.

ORAL COMPOSITION

Francis Bacon said, "Reading maketh a full man; conference a ready man; and writing an exact man." Education in school and community today cannot neglect any part of this quotation. So oral composition decidedly has its place in the core class. Necessary as is correct written speech, correct oral speech is more necessary because it is so frequently the only means of determining one's degree of culture and education. Driggs, in Our Living Language, says, "The path to effective written expression lies through the spoken word.... This emphasis on speech is urged because oral language is largely the language of life." Skill in speaking is another ability that is gradual in growth. It develops more quickly when the pupil speaks on topics within the range of his own effort. On every grade level the teacher should set reasonable goals of accomplishment for each pupil. Those goals will of necessity be different. In striving toward them, each pupil should, by the end of the term show improvement in one or more of the phases of oral composition.

Junior High School

In the seventh and eighth grades the pupils should develop the ability to talk for a few minutes upon a subject familiar to him in simple, clear, correct English, and to tell a story effectively. Attention needs to be given to cultivating a distinct articulation, an erect posture, and a natural easy manner of delivery. The pupil should show some evidence of the wise selection of words and logical organization of material. As he finishes the eighth grade there should be noticeable improvement in his ability to discuss a topic and carry on a conversation in a courteous manner, keeping to the point and showing proper regard for the feelings of others. In these grades there should be much oral drill for the purpose of ear training and for developing habitual good usage.

In the ninth grade this oral drill might well be continued, and emphasis put on the following good speech techniques: well chosen words, clear enunciation, correct pronunciation, sparing use of notes, effective opening sentences, and looking squarely at the audience.

Senior High School

In the tenth grade, oral composition work should carry on, at a higher level of accomplishment, the skills and principles of speaking developed in the junior high school. Pupils are expected to think for themselves and to express their thoughts with a high degree of correctness and fluency. They should be conscious of the audience, situation and should feel that they are contributing to the conviction, entertainment, or information of the group. There should be a conscious effort on the part of each pupil to increase his vocabulary, to transfer words from his passive vocabulary to his active vocabulary. The idea of the paragraph should be developed in oral composition as well as in written composition.

In the eleventh grade the pupil should be encouraged to think independently, to organize his thoughts in logical manner, and to present them with some degree of effectiveness. He should know that there is a definite demand today for speech making to entertain, inform, and convince. He should realize that skill in the art of conversation is one of the greatest personal assets he can have. Through frequent practice and skillful guidance the eleventh grade pupil should be brought to the place where he can test oral work, especially his own, by accepted standards of criticism. Upon his doing this depends his improvement, for there will not be decided growth on his part until he is aware of his bad speech habits and is desirous of overcoming them.

By the time the pupil reaches the twelfth grade, he should know and practice correct oral usage; but the teacher often finds him with bad speech habits and incorrect usage. Therefore tests should be given early in the year so that the teacher and pupil may find all the bad habits in both oral and written expression. Remedial work should follow where it is needed. During this year, oral composition work should be constantly correlated with the demands made upon the pupil both in and out of school. With this in mind the teacher plans the work around real-life activities.

Obviously all that has been acquired of skill in vocabulary, sentence structure, paragraph organization, and effective delivery in previous years will be required for the final work in oral composition. Special emphasis should be put on developing skill in the selection of material for oral reports and on developing the ability to be independent of notes. By the time the pupil leaves school he should be equipped with adequate speech skills, important among which is the ability to converse intelligently, always with courtesy and often with humor, in the business and social worlds in whose orbits he moves.

READING

The results of the reading tests given last term have made apparent the extreme need for Boston teachers to be concerned about the reading skills of their pupils. The remedial reading teachers are meeting this need admirably for the limited number of pupils whom they can serve. But because the number of pupils attending these classes is of necessity limited, many core teachers are making a conscious effort to help their pupils develop better reading and study skills. They realize that no pupil ever masters reading, that is, reading skills can always be improved; therefore, no teacher ever reaches the place where the teaching of reading is not an essential part of the educational procedure. Moreover, it is vital that time be taken to teach pupils how to use their books. In teaching the use of the dictionary, one may have to teach the alphabet. The teacher begins with what the pupil knows, no matter how little that is. He must be taught to use a reference book accurately and quickly. Surely one of the core teacher's duties is to help pupils gain greater power in both informational and recreational types of reading. Some abilities desirable for informational reading are:

1. Finding the central thought and distinguishing it from detail and illustration.
2. Distinguishing direct and implied detail.
3. Distinguishing inference and direct statement.
4. Recognizing key words, sentences, and paragraphs.
5. Recognizing the antecedent of reference words.
6. Estimating the value of material read.
7. Remembering facts that may be needed.
8. Organizing material read by taking notes and by making summaries and outlines.
9. Distinguishing between what the author says and what the reader wants him to say.

With these abilities, reading of any type may be pleasurable; but what is usually known as recreational reading involves sensations, emotions, and imagination. To derive from reading desirable vicarious enjoyment which may not come his way in life, the pupil needs to develop these abilities:

1. Visualizing scenes and temporarily living in a world of the author's making.
2. Relating the experiences he reads about to his own experience.
3. Developing an ear for the music of words.
4. Responding to rhythm.
5. Learning to read between the lines, sensing what is suggested as well as what is said.
6. Appreciating the finer types of literature.
7. Realizing that his own reaction to whatever he reads is determined by his own development and experience; and, therefore, cannot serve as a standard for the value of the selection as literature.

To quote from Lou L. La Brent, "The first step is to recognize clearly that no longer do we present a few classics; we now teach young people to read, and introduce them to the whole realm of life through the printed page."

The teacher's problem is to discover the pupil's reading level and direct his reading accordingly. Too much difficult material is discouraging; yet material that challenges the pupil's power is the material by which he develops the ability to read on increasingly higher levels.

Many usable suggestions for teaching reading and study skills may be found in the following references which are available to core teachers and, in some instances, to the pupils themselves. If these references are not in the core room, they may be found either in the library or on the Core Department bookshelves in 31A, Camp I. Many of these suggestions may be used on almost any grade level; but where a book is used as a basic text for a specific grade or is especially adapted to a given grade, that grade is designated.

- Addison and Walker: Language for Living (1939)
Part 4, "Straight Thinking"
Part 5, "Using Books and Libraries"
- An Experience Curriculum in English, a report of a commission of the National Council of Teachers of English (1935)
Part III, "Reading for Various Purposes"
Part VI, Ch. XX, "Corrective Work in Reading"
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Part II, Ch. II "Aids to Reading, Writing, and Discussion"
- Farnsworth: "The Reading Approach to English," The English Journal, October, 1943
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Unit VII, "The Library"
Unit VIII, "Remedial Silent Reading"
- Hatfield: English, Your Obedient Servant, (1939) Grade 12
Unit II, "Reading Straight and Fast"
- Herzberg, Paine, Works: Quest (1940)
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Ch. V, "Bookways to Information"
Ch. VI, "When Found, Make a Note Of"
Ch. X, "Challenge to Thinking"
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Ch. XV, "Reading, Listening, and Thinking"
- Rappel: "Reading Textbooks and the Reading Program," The English Journal, October, 1943
- Paul: Units in English (1933) Grade 9
Unit III "Our Friend the Dictionary"
- Salisbury and Leonard: Making Sense, Course II (1938)
Part II, "Marks that Aid the Reader"

Inglis, Gehlman, Bowman, Fooster: Adventures in American Literature
Adventures in English Literature
Adventures in Literature
Lucas & Anson: Regional American Prose and Poetry of Today
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Pooley & Walscott: Action, Growth in Reading
Contact, Book II
Richardson: World Writers
Ross: Adventures in Literature

BOOK REPORTS

While all core teachers are aware of their responsibility for encouraging pupils to read good books and worthwhile magazines, the majority of them think it inadvisable to establish definite, over-all reading and book report requirements that every core teacher in Poston must demand and every pupil fulfill before a core grade can be granted. Instead of having over-all requirements, each teacher may set his own standards to fit the purposes of his own class and of individual pupils. Outside reading presents the ideal approach to the slow pupil as well as to the superior one. The slow learner must not be expected to meet the reading standards of the gifted child. At all times, it is the teacher's aim to fit the reading to the pupil and to his particular needs. In fostering good reading, in attempting to make outside reading a pleasure and a privilege, the teacher uses many devices. In most core rooms, a pupil has an opportunity to "build up a case for himself" by placing samples of his work in his classroom folder. If the core teacher shows him how a record of his reading may make his "case" stronger, he may be encouraged, with adequate guidance, to do more reading and to make a record of it on the simple form provided for that purpose. One of the most common and natural practices used in motivating good reading is to recommend, at the opportune time, books, articles, and short stories which, though not reference material, have a direct bearing on the social studies unit under consideration.

Two interesting and contrasting methods of handling the outside reading problem are described below. Each is being used successfully in Poston by the core teacher who justifies and describes the method. The first account deals with the teacher's past experience in using the method.

Tomorrow's Book Day!

at the beginning of each year when I have asked my students anew "What do you hope we'll do together this year? What do you hope we'll not do?", the most frequent answer to the second question invariably has been "...give book reports." Facing this vehement protest I've been eager to discard formalized book reports and to substitute reading "just for the fun of it." The plan outlined below is neither very original or very spectacular, but it is one means of sharing reading experiences with my students which I have personally enjoyed and felt worthwhile.

First of all the students and the teacher formulated the following agreement:

1. Each student was to read only what he wanted to read. No stipulations were to be made for quality or quantity of individual reading.
2. Each Friday would be "Book Day." On that day students could talk about their reading. Other students and ^{the} teacher would feel free to question them as to their opinions on books, but all questions were to be determined by interest and not with a view of "catching the student up."
3. If a student said he read a book, that would be final. His word was under no circumstance to be challenged. (The possible folly of this blind trust was outweighed by remembrance of the "cribbing" done on book reports in my own high school class.)
4. Each student agreed always to have a book "on hand" and to bring that book to class each Friday. If discussion didn't occupy the entire hour (it almost invariably did, however), the remaining time could be spent in reading. Friday was never to be used for another purpose. (The persistency of the class in holding the teacher to this agreement when she was tempted to slip was gratifying.)
5. Each student was to keep lists of "Books I have Read" and "Books I Should Like to Read" and to bring these lists to class each Friday.
6. No grades were to be taken on reading (This idea was not presented by the teacher! In fact, the wisdom of it was one of the greatest things her students taught her during the year.)

Realizing that the teacher and the class had committed themselves to a program including an amount of freedom which was a potential source of aimless activity, a definite program of motivation and subtle guidance became mandatory.

Each Friday was set apart as a day for sharing ideas. It was planned as a stimulation to read "by association with those who read and with books." Lou LaBrant states the need for such an activity: "Remember that we who love reading love it usually in a large part for the joy we have in discussing books with our fellows." These discussions were at first very discouraging. The questions and answers were stereotyped and forced; the teacher occupied the center of the stage. After a month or two, however, as the students learned to know each other and to believe in the agreements made at the beginning of the year, the discussion became lively, student-directed activity. The most popular questions students asked each other were of the following type: "Do you think that the roadhouse scene in Seventeenth Summer was typical of high school 'kids'?" "Do you know anybody like Willie Baxter?" "Do you think I'd like the book? Why?" "Was it as good as?" "I started the book but didn't like it. What did you see that was so exciting about it?" Very often some detail which seemed most insignificant to me occupied too much time and discussion. After all, however, students are better judges of what is meaningful to them than is the teacher.

The need for variety in this day's program called forth a number of artificial stimuli. The most popular one was "The Court of Inhuman Relations," a take-off on Mr. Anthony's obnoxious undertaking. The problems presented were those of some character in a book. The class weighed the pros and cons of the situation and issued judgement. The example I remember best (for it caused most

diversity of opinion) was taken from Test Tubes and Dragon Scales by Lewis and presented thus by a girl in the class: "I am an American doctor in China. I am working in a mission hospital. The Chinese do not have faith in our hospital; therefore, we haven't been able to do as much here as we had hoped to do. One day as I walk past a temple I see a crowd around a man who's been terribly hurt. The changes are five to one that he'll die, but perhaps I can save him. Without medical help he will surely die. No one knows that I'm a doctor. If I touch him and he does die, the Chinese peasants will blame me for his death. Therefore, I may harm the hospital and a large number of people who might be saved. Shall I walk on, or shall I use my medical knowledge, because after all he IS a person"? A knotty problem in human relations! Needless to say the question was not answered for all of the students, but the discussion, lasting the better part of an hour, was, I think, a very worthwhile one with idealism versus practicality being the main issue. Incidentally, the popularity of that book scaled to the top for a few months.

Another book day activity was reading favorite portions from books. Sometimes students read portions they liked from books they'd been reading; sometimes they brought a chapter to the teacher to read to the class; often the teacher read a chapter from a book she wished to "sell." Chapters from Parnassus on Wheels, The Education of Hyman Kaplan, and My Name is Aram, for instance, clinched their popularity.

Other devices used with varying degrees of success were: "What's My Name"? (using characters from novels), a Pulitzer Prize committee, "Information Please," and a literary banquet.

For motivation the use of book jackets (either real ones borrowed from the library or reasonable facsimiles made by students) has proved useful. One week the topic would be "I'll Take the High Road" and jackets (and sometimes the accompanying books) on aviation would be displayed. These were fastened to the blackboard and comments were written under them by students or teachers. Another week it would be "For a Laugh", and books by Leacock, Day, etc. would be advertised.

"Have You Read....?" and "We Recommend" boards with short "sales talks" (written by students and changed each week) were a part of the program. Toward the end of the year each student who had read widely in a particular field agreed to make a list of good books in that field. Lists varied from "Good Dogs Stories" to "On the War."

A large map called "Around the World with Books" with strings attached to each country was posted all year. When a student read a good book with the setting in Italy, for example, a short comment on the book could be put on a card and tied to its particular string. The most popular countries proved to be Africa and China.

To trust to luck that students will just naturally become more and more discriminating in their reading is mere "wishful thinking." It has been my experience that the students who need help least seek it most, and the teacher's time is occupied with students who need help least. Perhaps one solution for this would be fairly frequent conferences with all of the students. This would allow for

a better check on interests, more personal contact with students, and better directed reading. Our problem is to make these conferences pleasant occasions so that freedom of choice is not violated. Whenever possible I have liked to have these conferences be spontaneous rather than scheduled. For example, "You've read All American, haven't you? That book interests me. Come in some night this week and talk it over, will you?" would seem to me to be an infinitely better approach than "Your conference time is from 3:30 to 3:45." I think that the teacher should, whenever at all possible, come to the conference mentally armed with knowledge of I.Q. rating, readingability, background, and interests of the student. This involves a good deal more office work than I enjoy, but I think it's a "must" in a successful reading program.

I do not suggest this reading program as a panacea for all evils nor as an Utopian plan. As an answer to the question "Is it practical for use in our high school?", I can only say "I don't know, but I'm willing to try it, for it's one alternative to the formalized book reports which I dislike as much as do my students."

A Systematic Method

Because of the crude, pioneer conditions of Poston and its schools, because of the unrest generated by war and evacuation, because of Poston's relative intellectual and spiritual isolation, and because of very limited facilities in reading matter, the core teacher who desires to save his pupils from sinking into a slough of indifference as regards reading, faces a very difficult situation. Therefore, to combat mental inertia, it behooves the teacher to stimulate good reading as much as he possibly can.

More, however, than "inspirational" leverage is needed. A sound systematic method of accrediting and gauging individual book reporting is indeed imperative.

Rather than require students exhaustively to "summarize" books (certainly a woefully tedious approach), the teacher might use "stream-lined" questionnaire forms, samples of which (for fiction and for non-fiction respectively) may be found on the Core Department bookshelf.

Immediately upon finishing his report, the student consults with the teacher, who, studying the pupils written reactions attentively, can easily "follow through" with as many oral questions as are necessary, and also correct all errors in English. The incidental vocabulary work required helps salutarily to maintain the "dictionary habit." The report is evaluated and graded at once, in the student's presence, during core study period, and is then filed with the teacher.

Varying in degree of difficulty, in length, in value, etc., books necessarily vary, of course, in the number of "points" accredited. Hence each student is instructed to have his book "pointed" by the teacher before he begins to read it. The figure is jotted in the back of the book at once. The student's habit of conferring with the teacher first helps the instructor to encourage good choice of books.

A fiction book of about 100 pages on average adult level (in style, vocabulary, etc.) might be evaluated, for example, at one point, and a non-fiction book of solid quality upon the same level might be gauged at 1.5. For books of 200 pages upon the same level, the pointing might be 2 points and 3 points, respectively; for 300 pages, 3 points and 4.5 points, respectively.

The number of points required should be made clear very early in the quarter. Inasmuch as core (being a double-credit class) is entitled to at least one study-period per day of outside work, a minimum of 7 to 10 points per quarter should represent a reasonable accomplishment.

A special problem exists in Poston One in that certain texts which are shared by more than one class cannot leave the room. A well-organized system of book-reporting solves the resulting homework problem quite satisfactorily, at least in part.

Reading Lists

Various reading lists are available to core teachers in 31A, Camp I. They include the publications Good Reading and Home Reading, issued by the National Council of Teachers of English. The Council's Four Freedoms Reading List for the junior-high school grades will appear soon and has already been ordered. These lists may be valuable in choosing books to be requested and in helping to determine the grade placement of certain books. However, the teachers' most immediate problem is to deal with books which are available to his pupils, not with abstract book lists. In order to give the proper guidance to pupils in regard to their reading, he must know what books are available to pupils. It is recommended that teachers make "grade-level" lists of these books.

SENIOR F. :LEMS

The teacher of senior core faces an unusual situation. The course must meet equally well the needs of those who are leaving school at their high school graduation and those who are planning to attend college or university. Following the WRA policy, the school encourages resettlement, and thus it falls especially upon the teacher of senior core to equip graduates, in every way, for this decisive step. Because the Poston school system is in only its second year, it lacks educational precedent and tradition. There is great variety in the background and training of Poston seniors; therefore, it behooves the teacher of senior core to make a careful survey of pupils' needs early in the school term. With the pupils, the teacher considers these needs in the light of the resettlement problem, and together they plan the year's work. Some teachers who have made such surveys and are planning accordingly, find that preparation for resettlement involves more than a sharpening up of the tool subjects, although the necessity for pupils to develop skill in the use of the English language cannot be over-emphasized. These teachers submit the following topics as the most vital to be considered in all classes of Senior core. They may be used, though perhaps worded differently, as main units, as subordinate parts of units, or as "special lessons."

1. Resettlement (WPA areas, job offers, kinds of leave, regional attitudes, U. S. geography, etc.)
2. Vocations (personal choice and realization of importance of all)
3. Personality development and social adjustments (for Boston and for "the outside")
4. Labor unions (as they and their policies will concern the pupil in resettlement)
5. Socialized medicine (health)
6. Appreciation for the United States (through an understanding of its history, and democratic principles)
7. Citizenship and government (including a comparative analysis of the major forms of government now prevalent)
8. Crime and delinquency (contrasted with good citizenship)
9. Economic laws as they apply to everyday living (consumer, producer problems, etc.)
10. Minority problems in the United States (with emphasis on possible solution of their own)
11. International Relations (keen attention to current events)
12. Postwar planning (thinking in terms of democracy and of world problems)

ECHOES FROM SUMMER SCHOOL

(Excerpts from papers written in Secondary Methods Class,
Boston Summer School, 1943)

I. A spare teacher comments on social studies: The phrase "social studies" is no new and magic term used by educators to hide a multitude of virtues and a certain number of vices. It is a nice old traditional phrase from the nineteenth century with a new interpretation, broader aims, more vital methods. Formerly the course often covered the rote learning of history and civics with the hope of educating good citizens. The hope of modern educators is comparable, but instead of just a good citizen they want a citizen who is aware, who knows not only that he should obey the laws of our land, but why he should obey them, who knows a good and necessary law from a vicious one. Such awareness is not learned merely by memorizing dates and events....

Social studies attempts the necessary training of youth--not ignoring other subjects but hoping to integrate them into a coherent whole....

The aims of the social studies are broken down or grouped together in a variety of ways. Four headings seems sufficient for a beginner to use; careful research, critical thinking, creative thinking, and cooperate action seem to be the qualities that social studies seek to promote.

Careful research:

This phase of social studies is to give the student an understanding of the complex social structure he lives in, with reference to its development from the past, its present set-up, and its possible future development. Facts certainly, but also their ramifications and implications over a wide field. The student must see the interdependence of the whole structure, the relation of his job to other jobs and why they are all essential, and the effect of his actions as consumer, producer, voter.

Critical thinking:

It is essential for a student to develop a critical faculty so that he may evaluate propaganda, political policies, social leaders and the work they are doing. As we rely more and more on trained experts to do the big jobs, we must be able to select them on the basis of their qualifications and evaluate their efforts as they do their work.

Creative thinking:

Students must have not only facts but attitudes toward them. These facts must be the basis for the formation of judgments and for the selection of ideals and allegiances.... Out of an objective consideration of the social structure in its many phases, an evaluation of the structure as it is, ideas to how it might be improved--should come an adequate flexible personal philosophy.... The student must possess self-direction and independence, for, while he must work in groups, he must be self-sufficient mentally and emotionally, formulating his own standards rather than taking them wholesale from other people or movements.

Cooperate action:

Students must learn to act collectively so that they may participate in good mass organizations.... Democracy gives scope for individual action and must continue to do so, but social (?) action comes about through the will of the majority. The social studies hope by improving individuals to improve the collective action that takes place....

The many textbooks on the social studies often seem inadequate in giving specific directions for what to do. This is due to the fact that the classroom will differ from war-year to peace-year and from industrial community to agrarian community, and the social studies demand that education begin from the position of a specific class in space and time. The modern books can only state objectives and offer examples which are valid for the particular situations they describe. Because the world is changing still, the social studies teacher can give few, if any, final answers but only the requisite skills and mental flexibility necessary to such a changing society.

II. A commercial teacher speaks of the value of "Teaching and guiding in small groups:"

The student realizes his importance as a member of a smaller group; his purpose is much more definite; he knows he must assume his share of responsibility if his committee is to make a reputable showing. Working in committees develops in the students an attitude of give and take. They exchange ideas freely and finally reach a common conclusion. This group work gives the student actual practice in democratic living. It also affords an opportunity for the development of leadership. To develop efficient leadership is certainly one of the main duties of our schools.

III. A teacher of mathematics philosophizes:

In its broader aspects, the core class can really be the hub of the wheel of learning with the spokes representing diversified special subjects, and the periphery of the wheel representing a unity of universal education. How well the complete wheel can be maintained will be determined by the cooperation and complete understanding among the teachers.

IV. A core teacher suggests:

1. The printing on the blackboard in large, neat letters, each day's "hard words" is indispensable. Students planning reports, for instance, could put their word ladders upon the board just before giving reports. This would aid the class in taking notes, would insure accurate spelling, and would enable the teacher to "follow up" with essential pronunciation drill.

2. The taking of notes by students is commendable, but surely those reporting should report much more deliberately and slowly in this event, to avoid high-pressured and, hence, superficial note-taking. One suggestion is that the teacher, or reporter, place a brief master outline on the board following the report, in order to study the art of selecting essentials, and of organizing material.

V. A core teacher makes some resolutions:

1. When there appears to be diminishing interest in my class, I shall close the discussion regardless of its seeming importance, but bring it up again very soon.

2. I shall instruct more quietly.

3. The books I suggest one day, shall be available the next. Supplementary material should be ready for individual students just as soon as they recognize the need for it.

4. I shall summarize often both reports of progress and assignments of work to be done, making mention of possible time allotment, but with no urge "to hurry" in my attitude.

VI. A teacher of foreign language challenges core:

In core classes, some students are not getting the fundamentals of English, judging from some of the papers written in my class. Last year I helped several students with their English when they were supposed to be learning a foreign language.

VII. A nisei teacher speaks:

I believe this to be, above all, most important. The restoration of democratic ideals to the nisei who, living in a democracy, have been frustrated and denied, to a great extent, the enjoyment of and participation in such. To this task education in Poston must dedicate itself.... This would include a stressing of the WRA policy of eventual relocation, making the students "relocation conscious," thereby preparing them not only "geographically" but spiritually for the "exodus" to come.

VIII. A teacher of foreign language comments on competition:

The needs of the student for participation in educational activities should be motivated by interest in the outcomes rather

than by a competitive spirit. The teacher should thus motivate her classroom activities.

IX. A core teacher quotes from the Santa Barbara County Curriculum Guide for Teachers in Secondary Schools:

"The stress upon competition, prizes, awards, and marks which have hitherto characterized schoolroom practice is incompatible with this (The Santa Barbara) point of view regarding the function of education."

Question: Is such stress compatible with your point of view regarding the function of education?

WORTH REPEATING

Bulletin I: "Core studies are not new in education. They are the general, the central, the basic subjects around which a whole curriculum is built...many school systems have made heroic attempts to reconstruct their curricula in terms of the problems and needs of young people and people of particular communities. Because English and the social studies have usually been required subjects, the major responsibility for helping young people study their real problems has fallen on English and social studies teachers."

Bulletin II: Regarding literature -- "An occasional unit on great literary contributions to the world is not amiss.... Keep in mind the importance of background. (a full-freighted piece of literature often provides excellent background for a unit of work which, at first thought, may seem far removed from it.... Keep the final goal in view. (Literature has accomplished a worthy task when it has helped students to assimilate fundamental attitudes, progressive beliefs, humanitarian beliefs and sympathies, and that kind of humor which arises from a sense of proportion."

Bulletin IV: "An over-all view of the situation indicates that, in the integrating of English and social studies, we should avoid the formalization of language instruction, making rather all language study function in the life of the pupil. English language study should begin with the actual needs of pupils, as revealed by their own speech and writing, the pupil at no time losing sight of the close relationship between his own communication needs and the learning experiences through which he grows in language power."

Bulletin V: "Grammar becomes functional when it becomes a usable tool rather than an end in itself...."

Excluding English, subjects offered in the seventh and eighth grades can be classified under the general headings of Social Studies, Mathematics, and General Science. Literature and grammar can be integrated with the Social Studies and, to a lesser extent, with mathematics and science. Literature, informational or non-informational, does have an intellectual and emotional appeal for students; and the more thoroughly it is integrated and arti-

culated with the Social Studies (Geography, History, etc.), Mathematics, and General Science (including Health Education), the more thorough will be its intellectual and emotional appeal."

Bulletin VII: The goal in core studies is always just beyond reach, since the program of studies is never static."

MORE LIGHT ON SELECTED SUBJECTS

Staff Relationship

Thayer: Reorganizing Secondary Education (1939), Ch. XI, p. 399-414.

*Royster: "Department Head Speaks," The Clearing House, October, 1943

The Workbook

*Hurd: "The Workbook as an Instructional Aid," The School Review, October, 1931.

Umstatted: Secondary School Teaching (1937), Ch. VIII, p. 176-194.

*Walcott: "Problems of the Workbook," English Journal, Sept., 1933.

The Core Curriculum

Douglas: Modern Secondary Education (1938), p. 664, 665, 700-711.

Spears: The Emerging High School Curriculum (1940) p. 61-64;
220-320

*Strong: "What About the Core Course?" Social Studies, Nov., 1943

Wrinkle and Gilchrist: Secondary Education for American Democracy (1942) p. 300-329.

The Unit

Douglas: Modern Secondary Education (1938), p. 636-645

Lee: The Child and His Curriculum (1940), Ch. VII, p. 192-231

Umstatted: Secondary School Teaching (1937) Ch. VI, VII, IX,
p. 129-174, 196-216, Special Attention: Ch. IX, p. 196-216

Devices for Teaching English

*Ade: Successful Practices in the Teaching of English in the Secondary Schools, Bulletin 280 (1939)

Clarke and Eaton: Improving Secondary School English (1940)

* May be borrowed from the bookshelf of the Core Studies Department,
31-A, Unit I

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