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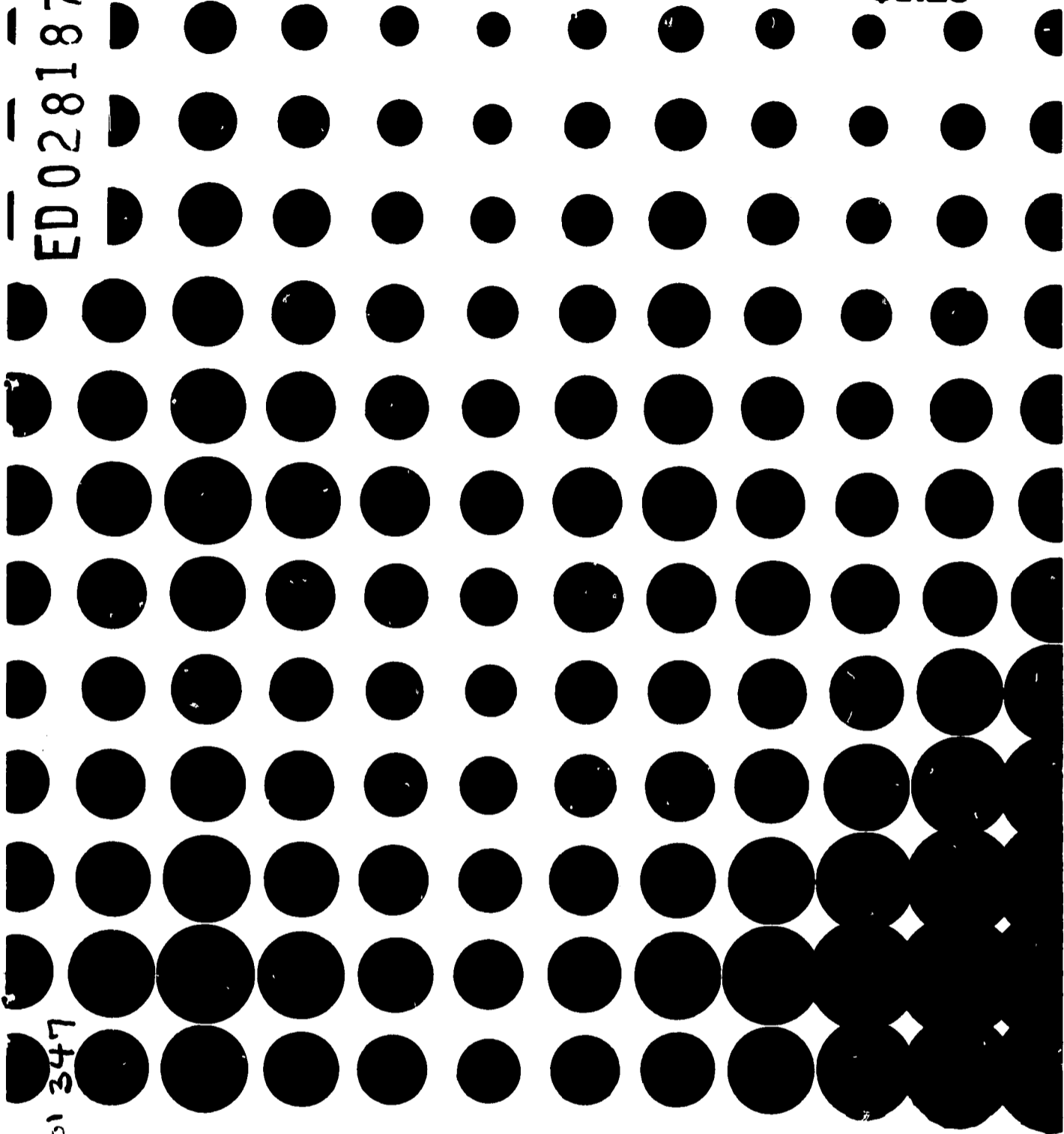
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Curriculum projects in nine elementary schools, 12 secondary schools, and seven combined elementary and secondary schools throughout the United States are reported to illustrate the breadth and depth of English curriculum development at the local level. Information provided on each project includes project title, sponsoring agency or institution, name of person to contact for information, focus of project, source of funding, objectives, background, current state of project, and materials developed during the project. (See also ED 021 854 for "A Guide to Available Project English Materials.") (LH)

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# English Curriculum Development Projects

**NATIONAL COUNCIL OF TEACHERS OF ENGLISH**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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# English Curriculum Development Projects

A Representative Collection

Reported by the

NCTE Commission on the English Curriculum

November 1968

NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
508 South Sixth Street      Champaign, Illinois 61820

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## INTRODUCTION

Local curriculum development is both the genius and the chaos of American elementary and secondary education. The fact that there is no nationally imposed school program, that each district develops its own unique curriculum, is a source of strength and confusion. That hundreds of groups of teachers meet to set objectives, select content, plan teaching strategies, and devise evaluation instruments in as many communities across the nation can be a plight to stagger the imagination. Nevertheless, often through this process the master teacher is born.

Who is this master teacher? The competent teacher can follow a course of study step by step as he makes each successive page of the textbook come alive with meaning for his students; the master teacher creates his course of study as he reacts dynamically with his students. The competent teacher accepts the objectives set for the program and effectively uses the sources of content provided to help students reach these goals; the master teacher observes his students and their environment, thinks through what is most crucial for them to achieve, and selects the content that will work best with his students in reaching these goals.

The Commission believes that our profession is making progress in strengthening the process of local curriculum development and presents this document in evidence. In every part of the country, master teachers are at work developing English programs. The twenty-eight projects summarized in these pages are representative of hundreds of other English curriculum projects in other communities. While this is not intended as a comprehensive report, and it is informative rather than evaluative, it does illustrate the breadth and depth of English curriculum development activities on the local level.

To anyone trying to survey English education in America, this process may seem repetitious and wasteful. But it

is not necessary in this system for each local school district to "invent the wheel." A study of the projects reported here demonstrates that national and state leadership provides a vital force in local curriculum development. Two years ago in its *Summary Progress Report of English Curriculum Study and Demonstration Centers*, the Commission described the work of twenty-five Project English Centers funded by the U.S. Office of Education. It is evident in this second report that the pioneer work of these centers has had a strong impact on the English curriculum nationally.

For this reason, the Commission now believes that by informing the profession of other notable English curriculum projects, each school district will be able to build on the work of others as it continues to refine its local English program. The challenge, however, still remains with each classroom teacher to become the master teacher by observing his students, planning with his colleagues, and designing his course of study. Through this process, a local district curriculum can be built to ensure articulation from course to course and a sequential program through each level of instruction. What is more important, the English curriculum that is developed will be not merely a paper guide, but rather a program that reflects the teacher's unique professional competence as well as the hearts and minds of his students.

ROBERT A. BENNETT, *Director*  
Commission on the English Curriculum  
National Council of Teachers of English



**National Council of Teachers of English  
Commission on the English Curriculum**

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**MICHAEL F. SHUGRUE, Modern Language Association,**  
***ex officio***



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## **ELEMENTARY SCHOOL PROJECTS**

***Project Title:*** Elementary Spelling and Writing Project

***Institution or District:*** Glenview (Illinois) Public Schools

***Name of Person to Contact:*** Robert L. Hillerich, Assistant Superintendent

***Focus of Project:*** Develop a spelling and written language program for elementary schools.

***Source of Funding:*** Glenview, Illinois, Public Schools

***Project Objectives:***

1. To develop skills for functional and creative writing.
2. To teach understandings about linguistics and phonology.
3. To develop scope and sequence guides for teachers.

***Background:*** Initiated as an experimental spelling and writing program in 1964-65 in Grades 4-6, the program has been expanded into a total English program for all elementary grades in the district. The English portion is inclined toward a structural approach, but its outstanding feature is the emphasis on written language. Spelling words are taught in order of frequency. A list of 3,800 words, to be taught by the end of Grade 6, was prepared locally from an examination of almost 400,000 running words of written vocabulary used by Glenview children in Grades 2-6. Spelling lists are balanced in terms of difficulty as well as frequency.

***Current Status of Project:*** The project is completed.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
English—Grades 1-3	\$2.50	Available now
English—Grades 4-6	\$4.75	Available now

*Source:* Glenview Public Schools, Community Consolidated District No. 34, Glenview, Illinois 60025.

***Project Title:*** English Language Curriculum Study, K-8

***Institution or District:*** Whitman (Massachusetts) Public Schools

***Name of Person to Contact:*** Thomas G. Devine, Boston University

***Focus of Project:*** Develop a new language arts curriculum for the Whitman Public Schools.

***Source of Funding:*** Whitman, Massachusetts, Public Schools

***Project Objectives:***

1. To provide teachers with recent information in language study.
2. To provide teachers with an opportunity to develop a curriculum guide.

***Student Objectives:***

1. To improve competence in speaking, listening, and writing.
2. To understand certain basic information and concepts about language.

***Background:*** Teachers attended an intensive inservice course during the first semester and then worked on the development of the guide during the remainder of the year. This guide was designed to reflect recent research and scholar-

ship in linguistics. The general goal was to link an inservice course with the actual development of the guide. The university instructor remained with the teachers during the second semester, serving as a consultant and liaison person with the university, other consultants, and other school systems.

*Current Status of Project:* The guide is now being used in the Whitman Public Schools.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Language Arts Curriculum Guide		Available now

*Source:* Mr. Murray Gerber, Supt., Whitman Public Schools, Whitman, Massachusetts.

*Project Title:* Various Approaches to Beginning Reading for Disadvantaged Children

*Institution or District:* Teachers College, Columbia University

*Name of Person to Contact:* Dr. Miriam L. Goldberg

*Focus of Project:* Conduct a longitudinal study (Grades K-3) of the reading achievement of children from disadvantaged backgrounds.

*Source of Funding:* Center for Urban Education, Regional Laboratory, U.S. Office of Education

*Project Objectives:*

1. To postpone the introduction of reading until Grade 2.

2. To focus the type and duration of pre-reading program on perception, language, and concept development.
3. To emphasize the regularity of sound-spelling relationship.
4. To relate content of reading materials to pupil experience.

**Background:** This project was an outgrowth of concern with the serious reading difficulties of disadvantaged children. Plans were begun in fall, 1965, and the project organized in the spring of 1966. Teacher training was begun in September, 1966, and the kindergarten program began in February, 1967. During the 1967-68 school year, the first grade phase was introduced to 5,000 of the original 7,000 children. Kindergarten pre and post tests were also analyzed this year, and second grade teachers were trained to enter the project.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
A set of 60 highly structured lessons in perception, language, and concept formation for kindergarten classes		Kindergarten lessons available now
A set of lessons covering 40 weeks for first grade		First grade lessons will be available after revision following field tests.

**Source:** Dr. Miriam L. Goldberg, Teachers College, Columbia University, New York, New York 10027.

**Project Title:** Children's Literature



***Institution or District:*** Pasadena (California) City Schools

***Name of Person to Contact:*** Allan W. Fink, Coordinator of Learning Materials

***Focus of Project:*** Develop a resource guide on children's literature for the gifted student in Grades 4-6.

***Source of Funding:*** Gifted funds supplied by state

***Project Objectives:***

1. To promote the enrichment of a human mind that has shown great capacity for understanding and appreciating the good, the true, and the beautiful.
2. To help the gifted child recognize and appreciate excellence.
3. To help him gain confidence in and learn the extent of his own abilities.
4. To open the child's eyes to the wonder and beauty of the world.
5. To broaden his interest in all fields of knowledge and human experiences.
6. To help him discover his goals in life.
7. To develop in him a strong sense of social responsibility.
8. To help him explore the potentialities of life.
9. To give him a basic tool of self-education.
10. To raise his standards in selecting books to read.

***Student Objectives:***

1. To increase the desire to read and to extend horizons.
2. To provide enjoyment and wholesome humor.
3. To stimulate imagination.
4. To gain insight into men's ideals, standards of behavior, human relationships, and ways of living.
5. To develop understanding of ethical and spiritual values.
6. To develop critical thinking skills.
7. To increase vocabulary and expression.



**Background:** Eight classes in literature for intellectually gifted fifth and sixth graders were set up during the summer school session of 1963. In addition to being academically gifted, children who participated in the program scored a minimum of two years above grade level on standardized reading achievement tests and were recommended by teachers because of superior performance and interest in reading.

Outstanding books on children's literature were selected by the Consultant for the Gifted and the Consultant for Library Services. Children took books home at will, the idea being that they would be given opportunities to read and enjoy as many of these books as they wished, while at the same time, they would have opportunities for comparing the ideas with friends (and teacher) who happened to be enjoying the same book at the same time. The children read voluminously, and their discussions became increasingly rich and sophisticated.

During the regular school year that followed, many teachers of the gifted-cluster classes used these books and methods developed by consultants and teachers with their pupils.

During the second summer (1964) session, the program was expanded to 16 classes and, in an effort to give the children the widest possible familiarity with the world of literature, emphasis was placed upon myths, legends, fairy tales, biography, and poetry as well as on traditional classics and contemporary children's literature.

**Current Status of Project:** The following summer a group of teachers pulled the material together with the help of the consultants, edited it, and formulated a resource guide. Books to be used in this project were selected by teachers who had a strong background in children's literature and by the Consultant for Library Services and the Consultant for the Gifted.

Each teacher who has gifted-cluster classes receives the resource guide and other materials that have been developed for the teaching of literature to gifted children.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Children's Literature	\$2.50	Available now

*Source:* Pasadena City Schools, Division of Instructional Service, 351 South Hudson Avenue, Pasadena, California 91109.

*Project Title:* Development of a Testing Instrument to Measure Taste and Discrimination in Literature at Upper Elementary Levels

*Institution or District:* Trustees of the Research Foundation, National Council of Teachers of English

*Name of Person to Contact:* Dr. Margaret Early, Syracuse University, Syracuse, New York 13210

*Focus of Project:* Measure fifth and sixth grade children's responses to literature focusing on "appreciative" or critical responses rather than on knowledge of literature or comprehension of literary passages.

*Source of Funding:* Trustees of the Research Foundation, NCTE

*Project Objectives:*

1. To measure children's responses to literature.
2. To develop an instrument useful in research projects (not an achievement test for widespread and uncontrolled use in the schools).

*Background:* The project was suggested by a special com-

mittee called by the Trustees to identify areas of needed research in the teaching of literature. It was decided that research in this field was limited by the lack of standardized measuring instruments. ETS has cooperated from the beginning. A committee of specialists in children's literature, classroom teachers, and children's librarians have collaborated on writing the test and in the standardization process. First tryouts and the standardization of two final forms have been completed. The norming process and the preparation of the manual were conducted during the spring and summer of 1968.

*Current Status of the Project:* Publication is anticipated during the 1968-69 school year.

*Source of Further Information:*

Kuhn, Doris Young. "Evaluation of Children's Response to Literature," *New Trends in English Education*, ed. David Stryker. Champaign, Ill.: National Council of Teachers of English, 1966, pp. 69-75.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Test to Measure Taste and Discrimination in Literature at Upper Levels (exact title not yet determined)		Publication date set for 1968-69 school year

*Source:* Educational Testing Service, Princeton, New Jersey.

*Project Title:* Books for Children by Children

*Institution or District:* New Haven (Connecticut) Public Schools

**Name of Person to Contact:** Elizabeth S. Wright, Director of Curriculum, New Haven Public Schools

**Focus of Project:** Develop a series of books which are organized, written, and shared by students.

**Source of Funding:** Pilot project materials developed during Summer Institute for Teachers, 1966, using state and federal funds

**Project Objectives:**

1. To encourage oral and written expression.
2. To improve interest and motivation for reading and writing through living demonstrations that all reading is actually our own or someone else's thoughts and words preserved in writing.
3. To involve students actively in creating their own curriculum through using student interests, backgrounds, and special talents.

**Background:** The district had had many years of experimentation in children's creative writing projects. This series of books written by children can be shared with other students, can become part of the classroom or school library collection, or can be taken home. This technique is particularly rewarding where there are few books in the home, but it is also valuable and challenging for more privileged students.

**Current Status of Project:** The materials are now widely used in a variety of ways in this and other school systems.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Books for Children by Children	\$2.50	Available now
Teacher's Guide		
Teaching Tips		

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Book A— Me and My Friends	6 for \$4.50	
Book B— Signs and Symbols	6 for \$4.50	
Book C— All Kinds of Homes	6 for \$4.50	
Book D— Things with Wheels and Wings	6 for \$4.50	
Book E—Kinds of Work	6 for \$4.50	
Book F—Neighbors	6 for \$4.50	
Book G—Cities	6 for \$4.50	
Book H—Pictures	6 for \$4.50	
Book I— Famous Americans	6 for \$4.50	
Book J—Titles I Choose	6 for \$4.50	

*Source:* The John Day Company, 62 West 45th Street, New York, New York 10036.

*Project Title:* Urban Education Studies and Rural Education Studies

*Institution or District:* New Haven (Connecticut) Public Schools

*Name of Person to Contact:* Elizabeth S. Wright, Director of Curriculum, New Haven Public Schools

*Focus of Project:* Encourage oral and written English thought and expression through the use of large albums of photographs with which students can identify and through which they are encouraged to comment, discuss, demonstrate, and role play.



*Source of Funding:* New Haven Board of Education Ford Foundation School Improvement Grant

*Background:* The project was initiated because prepackaged, traditional materials were providing neither motivation for oral language usage and development nor improved teaching techniques.

*Current Status of Project:* The materials are now widely used in a variety of schools. They have changed teacher-learner relationships and techniques.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Urban Education Studies (8 Albums—over 100 large photographs spiral- bound and 8 Teacher's Guides)	\$90.00	Available now
Growing Is . . . .		
A Family Is . . . .		
A Neighbor Is . . . .		
A City Is . . . .		
Work Is . . . .		
Opportunity Is . . . .		
Renewal Is . . . .		
Recreation Is . . . .		

*Source:* The John Day Company, 62 West 45th Street, New York, New York 10036.

The Great Cities Series		Available now
Washington Is . . . . (with Teacher's Guide)	\$18.50	
New York Is . . . . (with Teacher's Guide)	\$18.50	
Denver Is . . . . (with Teacher's Guide)	\$18.50	

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
San Francisco Is . . . (with Teacher's Guide)	\$18.50	
Los Angeles Is . . . (with Teacher's Guide)	\$18.50	
Chicago Is . . . (with Teacher's Guide)	\$18.50	
Tokyo Is . . . (with Teacher's Guide)	\$18.50	

*Source:* The John Day Company, 62 West 45th Street, New York, New York 10036.

Rural Education Studies (8 Albums— 8 Teacher's Guides)	\$90.00	Available now
Growing Is . . .		
A Family Is . . .		
A Neighbor Is . . .		
A Rural Community Is . . .		
Work Is . . .		
Farm to Market Is . . .		
Opportunity Is . . .		
Conservation Is . . .		

*Source:* The John Day Company, 62 West 45th Street, New York, New York 10036.

*Project Title:* Thinking Improvement Project

*Institution or District:* University of California at Santa Barbara and University of Texas at Austin

*Name of Person to Contact:* Dr. Sara W. Lundsteen, University of Texas at Austin



**Focus of Project:** Develop children's thinking through the daily language arts curriculum.

**Source of Funding:** The Charles F. Kettering Foundation, Dayton, Ohio

**Project Objectives:**

1. To develop a teacher and pupil training program including new materials and teaching strategies to focus on the creative problem-solving process in literary and communicative skills.
2. To evaluate experimentally the effects of the use of this program on pupils.

**Background:** There is an increasing concern for children's thinking which goes beyond literal comprehension to creative problem-solving. Within this area the project is concerned with developing new ideas and with testing their feasibility. It seeks to assist pupils' cognitive and linguistic development under reasonably controlled conditions. The initial content is award-winning literature for children containing vivid pictures of human relations. Curriculum materials related to a teaching-learning theory elaborating cognitive readiness, reinforcement, and transfer which focus on improvement of higher mental abilities in pupils as well as nine instruments for measurement of their effectiveness were developed.

**Current Status of Project:** The project was completed August 31, 1968.

**Sources of Further Information** (articles by Lundsteen):  
"Teaching and Testing Critical Listening in the Fifth and Sixth Grades," *Elementary English*, 41 (November, 1964), 743-747.  
"Critical Listening—Permanency and Transfer of Gains Made During an Experiment in the Fifth and Sixth Grades,"

*California Journal of Educational Research*, 16 (November, 1965), 210-216.

"Critical Listening: An Experiment," *Elementary School Journal*, 66 (March, 1966), 311-315.

"Validation of Three Tests of Cognitive Style in Verbalization for the Third and Sixth Grades," *Educational and Psychological Measurement*, 26 (Summer, 1966), 449-461, with William B. Michael.

"Listening, Reading and Qualitative Levels of Thinking in Problem Solving," *California Journal of Educational Research*. (Paper presented at the California Educational Research Association) (In Press)

"Teaching for Creative Endeavor: Language Arts in the Elementary School," Chapter 8, *Teaching for Creative Endeavor*, William B. Michael, editor. Bloomington: Indiana University Press. (In Press)

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Thinking Improvement Project Report		Available now

*Source:* Dr. Sara W. Lundsteen, Associate Professor, College of Education, University of Texas, Austin, Texas 78712.

*Project Title:* Hilo Language Development Project

*Institution or District:* Hawaii School District and the Hawaii State Department of Education

*Name of Person to Contact:* Robert O. H. Petersen

*Focus of Project:* Develop a program to teach standard oral

English for children in Grades K-3 of the Keaukala School in Hilo, Hawaii.

*Source of Funding:* U.S. Department of Health, Education, and Welfare

*Project Objective:*

To develop and test experimentally a method of teaching standard oral English to speakers of nonstandard dialects.

*Student Objective:*

To learn to use standard oral English.

*Background:* The project was conceived in 1965 by Harry C. Chuck, Hawaii District Superintendent, and Dale P. Crowley, to provide suggestions and guidelines for teachers who have pupils who cannot speak standard English.

*Current Status of Project:* The project is now past the half-way point of development, teaching, and testing. It will run until November, 1969, the final reporting date.

*Sources of Further Information:*

"Linguistics, Psychology, and the Hilo Language Project," *Hawaii Schools*, 4, 3 (1967).

"The Hilo Language Development Project," *Elementary English*, 44, 7 (November, 1967).

"On the Proscription of Non-Standard English in Hawaii," *Pacific Speech*, 1, 4 (1967).

*Materials:* Not to be released until the project is completed.

## SECONDARY SCHOOL PROJECTS

**Project Title:** English Language Arts Curriculum Supplement

**Institution or District:** State of Delaware Department of Public Instruction

**Name of Person to Contact:** Gary L. Houpt, State Supervisor English Education

**Focus of Project:** Develop unity within the secondary English program.

**Source of Funding:** NDEA Title III and State of Delaware

**Project Objective:**

To prepare resource units for teachers of English.

**Background:** The Department of Public Instruction has prepared the Curriculum Supplement to alert teachers to the possibilities of unit work. Because the state of Delaware is so small, the Department can provide materials, demonstrations, and consultants in schools in any part of the state. The materials prepared thus far are merely the beginning of an extensive curriculum project. Delaware teachers of English have been encouraged to submit units of their own for inclusion in the supplement.

**Current Status of Project:** An elementary supplement is now being prepared.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
English Language Arts Curriculum Supplement		Available now

**Source:** State of Delaware, Department of Public Instruction, Dover, Delaware 19901.

16/17

**Project Title:** Development of English-Literature Study Guides, Grades 7-12

**Institution or District:** School District No. 25, Pocatello, Idaho

**Name of Person to Contact:** Parker E. Richards, Director of Curriculum

**Focus of Project:** Develop a fused English-Literature Program, Grades 7-12, which employs a three-level approach at each grade level.

**Source of Funding:** Title I, Elementary and Secondary Education Act

**Project Objective:**

To develop a study guide which fused the English and literature courses, Grades 7-12, and provided a scope and sequence for teachers of literature and English in School District No. 25.

**Background:** Through evaluations and appraisals of the English-Literature Program in our secondary schools it was evident that the overlapping of content as well as omission of some content was having a detrimental effect on many of the students. A team of staff members was selected to study and recommend necessary changes. Conclusions of the recommendation indicated the need for a fused program with a structured presentation of concepts and skills at each level of achievement. A proposal was prepared and approved under Title I, ESEA. A team of 12 teachers, 8 junior high and 4 senior high, were assigned to the project, and a guide was developed during the summer of 1966. Study guides were revised and updated the following summer, 1967.

**Current Status of Project:** Study Guides are currently in use in School District No. 25, and the project has been terminated.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Guide for Teaching English, Reading & Literature, Grade 7	\$2.00 per Grade	Available now
Guide for Teaching English, Reading & Literature, Grade 8	\$10.00 Set	Grades 7-11
Suggested Course of Study for English-Literature, Grade 9		
Suggested Course of Study for English-Literature, Grade 10		
Suggested Course of Study for English-Literature, Grade 11		

*Source:* School District No. 25, P.O. Box 1766, Pocatello, Idaho.

***Project Title:*** Revision of Language Arts Curriculum Guide

***Institution or District:*** Dallas (Texas) Independent School District

***Name of Person to Contact:*** Dr. Grace E. Wilson, Secondary English Consultant

***Focus of Project:*** Develop a new language arts curriculum guide reflecting modern scholarship in English and improved strategies in teaching.



**Source of Funding:** Dallas, Texas, Independent School District

**Project Objective:**

To develop for teachers in the Dallas secondary schools guides for teaching English and related courses.

**Background:** This is a regular revision of the Curriculum Guide and Resource Guide. It has been done at this particular time in order to include modern English language scholarship in the curriculum. Revisions are accomplished through the work of teachers under the leadership of members of the central staff. Included in the guide are course offerings in English, Grades 7-12; Advanced Placement English, Business English, Speech Arts courses, and Journalism courses.

**Current Status of Project:** The Curriculum Guide is published, and the Resource Guide is in preparation.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Language Arts for Secondary Schools, Curriculum Guide	\$3.50	Available now
Language Arts for Secondary Schools, Resource Guide	To be determined	1969

**Source:** Supt. of Schools, Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

**Project Title:** An Integrated Curriculum in English, Grades 7-12



***Institution or District:*** San Antonio (Texas) Independent School District

***Name of Person to Contact:*** Lydia Goforth, Consultant in Language Arts and Foreign Languages

***Focus of Project:*** Develop a coordinated curriculum in English using linguistics and inductive teaching.

***Source of Funding:*** San Antonio Independent School District and Title I funds for disadvantaged students

***Project Objectives:***

1. To incorporate new methods and materials.
2. To develop materials to fit the needs of the students.
3. To make the content of the course more meaningful to students and easier for them to comprehend.

***Background:*** All teachers were given an inservice workshop in linguistics. Extension courses were taught by the University of Texas and local colleges. An institute was held in the summer of 1967. Curriculum materials were written by teachers who were paid a salary.

***Current Status of Project:*** The project is now continuing in its fourth year.

***Materials:***

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
A Guide for Teaching English, Grades 7-9 (tentative)	\$7.00	Available now
A Guide for Teaching English, Grades 10-12	\$7.00	Available now

***Source:*** San Antonio Independent School District, 141 Lavaca, San Antonio, Texas 78201.

**Project Title:** Revision of Junior High School English Program

**Institution or District:** Los Angeles (California) City Unified School District

**Name of Person to Contact:** William Rosch, Supervisor of English

**Focus of Project:** Revise the English program for Grades 7-10, as follows: add content in semantics and in modern grammar; reorganize skills sequences in writing, reading, listening, speaking, and literature; reorganize thematic units.

**Source of Funding:** Local school district

**Project Objective:**

To create a more up-to-date and more sequentially arranged English program than previously.

**Student Objective:**

To acquire more effectively the values and skills of language, literature, and composition.

**Background:** Teacher committees began work in September, 1965. A consultant, Gerald Dodd, spearheaded the project and wrote the publication in 1966-67.

**Current Status of Project:** Experimental publication is now in the Los Angeles City junior high schools.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Junior High School English Course of Study		Possibly January, 1969

**Source:** Los Angeles City Schools, Administrative Services Branch, 450 North Grand Avenue, Los Angeles, California 90012.

***Project Title:*** Teaching Standard Oral English as an Alternate Dialect

***Institution or District:*** Los Angeles (California) City Unified School District

***Name of Person to Contact:*** Luis F. Hernandez

***Focus of Project:*** Determine the oral English needs of culturally disadvantaged pupils and create innovative materials and methods for meeting those needs.

***Source of Funding:*** Elementary and Secondary Education Act, Title I

***Project Objective:***

To devise innovative strategies for helping students whose oral English is largely nonstandard to acquire facility in an "additional dialect," standard English.

***Student Objective:***

To acquire the habit of using standard English in appropriate situations, in addition to continuing the use of their present speech patterns in situations where these are appropriate.

***Background:*** Five consultants—Kenneth Johnson, Luis Hernandez, Marilyn Wilson, Wilma Cockerell, and Delores Seidman—performed research and created materials.

***Current Status of Project:*** Lesson plans and tape recordings have been prepared for seventh grade Mexican-American students and for tenth grade Negro students. These materials are now being tried out.

***Materials:***

All materials still in tryout stage. None is available now, but some may be available by January, 1969.

**Project Title:** Effective Teaching Survey

**Institution or District:** University of Connecticut

**Name of Person to Contact:** Arthur Daigon

**Focus of Project:** Effective classroom practices.

**Source of Funding:** University of Connecticut

**Project Objectives:**

1. To gather a canon of good practice reported by superior English teachers.
2. To induce a methodological rationale based on what outstanding teachers did in their classrooms.

**Background:** Letters were written to 438 English teachers who had participated in 1965 English institutes asking for accounts of effective practices. The teachers were asked to include lessons in "literature, composition, language, mass media, oral skills . . . any phase of the English curriculum" and were told that practices which were successful with non-academic or low-ability students were of special interest.

**Current Status of Project:** The project is completed.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
"Theory, Practice, and Effective Teaching of English," <i>Method in the Teaching of English</i> , ed. David Stryker. Champaign, Ill.: National Council of Teachers of English, 1967, pp. 67-81.	\$1.75	Available now (Stock No. 19303)

**Source:** National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

**Project Title:** The Power of Oral Language: Speaking & Listening, Grades 7-9

**Institution or District:** Santa Clara (California) County Office of Education

**Name of Person to Contact:** Miss Viola M. Owen, Special Assistant, Curriculum Publication Development and Implementation

**Focus of Project:** Emphasize oral language skills for junior high students.

**Source of Funding:** County Schools Service Fund

**Project Objectives:**

1. To identify recent research in oral language learning.
2. To develop major goals for the focus.
3. To plan classroom experiences for oral language teaching.

**Background:** This project was developed cooperatively by 14 districts and the County Office of Education.

**Current Status of Project:** The project is completed. The publication is listed by NCTE on its annotated bibliography of curriculum guides.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
The Power of Oral Language: Speaking & Listening	\$3.50	Available now

**Source:** Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110.

**Project Title:** The Power of Composition: Thinking, Discussing, Writing, Grades 7-12



***Institution or District:*** Santa Clara (California) County Office of Education

***Name of Person to Contact:*** Miss Viola M. Owen, Special Assistant, Curriculum Publication Development and Implementation

***Focus of Project:*** Emphasize written communication: sentences, paragraphs, and multi-paragraphs.

***Source of Funding:*** County Schools Service Fund

***Project Objectives:***

1. To present current research in composition teaching.
2. To develop major goals for the focus.
3. To plan classroom experiences in written composition.

***Student Objectives:***

1. To develop awareness of self.
2. To stimulate the desire to write.
3. To gain in writing ability skills.

***Background:*** This two-county project is now being used by about 400 teachers. The original committee members act as key people in its implementation. The pilot stage was conducted during the 1967-68 school year.

***Current Status of Project:*** The objectives of the project are being implemented throughout the two counties in 1968-69.

***Materials:***

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
The Power of Composition: Thinking, Discussing, Writing	Approx. \$3.50	1968-69

***Source:*** Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110.

**Project Title:** The Effingham Experiment

**Institution or District:** Effingham (Illinois) High School

**Name of Person to Contact:** Duane R. Neet, Effingham High School, or Bertrand F. Richards, Assistant Professor of English, Indiana State University, Terre Haute, Indiana 47809.

**Focus of Project:** Determine if a new approach to the teaching of English might offer a solution to the present problem of the inadequate preparation of high school seniors for the experience of college English courses.

**Source of Funding:** State of Illinois Experimental Project No. E-117 and Demonstration Project No. D-101 (Gifted Program)

**Project Objectives:**

1. To develop a curriculum in English for precollege high school seniors utilizing an inductive or discovery method of teaching.
2. To follow up student achievement in college rhetoric courses to determine the efficacy of this inductive-discovery method of instruction in English as compared to the traditional method.

**Background:** The Effingham Experiment was instituted in Effingham, Illinois, High School in September, 1964. The 1964-67 curriculum was designed by Bertrand Richards of Indiana State University, Terre Haute, and taught by Duane Neet of Effingham High School. Students are led to discover principles on a nonverbal level in this project, which relies heavily on daily, disciplined writing. An overall semi-otic approach is being developed which considers linguistics, semantics, and syntax as necessary disciplines, each contributing to total language study. Originally concerned primarily with English for the college-bound student, the project is being expanded to all levels, Grades 7-12.



**Current Status of Project:** The Experiment is now designated a State Demonstration and Experimental Center.

**Source of Further Information:**

Richards, Bertrand F. "The Effingham Experiment," *The Teachers College Journal* [Indiana State University, Terre Haute, Indiana], XXXVIII, 5 (March, 1967). Copies may be obtained, free of charge, from Duane Neet, Effingham High School, Effingham, Illinois 62401.

**Materials:**

Some materials are available. Contact Duane R. Neet, Effingham High School, Effingham, Illinois 62401. Also the Experiment is open to visitors on Tuesdays. For visitations, contact Mrs. June Stark, Demonstration Center for Gifted Children, EIDSU, 410 West Polk Avenue, Charleston, Illinois 61920.

**Project Title:** The Effectiveness of a Special Course in English Composition to Increase the Competence of Beginning Teachers of English Composition in the Secondary Schools

**Institution or District:** DePaul University, Chicago, Illinois

**Name of Person to Contact:** Dr. Margaret M. Neville, English Department, or Dr. Alfred L. Papillon, Education Department

**Focus of Project:** Develop content for a special course in English composition for future teachers and measure its effectiveness with beginning teachers of English composition.

**Source of Funding:** Illinois State-wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET) under U.S. Office of Education Contract 5-10-029

**Project Objectives:**

1. To develop and teach the course to an experimental sample.
2. To gather evidence on knowledge of English composition and effective teaching of English composition as compared to control sample.

**Background:** The contract was signed with DePaul on January 21, 1965. The course was first developed and then taught in 1966. In 1967 a rating scale and a test in advanced composition were developed.

**Current Status of Project:** The *Scale for Rating Teaching of English Composition* and the *Test in Advanced English Composition for Teachers* are in final form. In 1968 and 1969 beginning teachers will be rated, students tested, and statistical interpretations made.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Scale for Rating Teaching of English Composition		Available now
Test in English Composition for Future Teachers		Restricted distribution (Write for information)

**Source:** ISCPET, 1210 West California, Urbana, Illinois 61801.

**Project Title:** Work Oriented Curriculum

**Institution or District:** Montgomery County Public Schools, Rockville, Maryland

**Name of Person to Contact:** Mrs. Lois Parker or Miss Katherine Greaney

**Focus of Project:** Develop a program which gives emphasis to an orientation to the world of work including speech skills and language usage for Grades 9-12.

**Source of Funding:** Funded by Federal Vocational Rehabilitation Fund during the first six years, but now funded entirely by Montgomery County Public Schools.

**Project Objective:**

To test feasibility and type of training for child with multi-handicaps, physical and/or mental.

**Student Objective:**

To gain skills to adjust to world of work.

**Background:** The Work Oriented Curriculum is a program of integrated on-the-job experiences and academic subjects developed within a sequential framework. All academic areas taught in a three-hour self-contained class relate as closely as possible to the on-the-job experience.

**Current Status of Project:** The program is now a regular part of the curriculum. Plans are in progress for work oriented curriculum (prevocational) for Grades 7 and 8.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
The Work Oriented Curriculum Project	\$4.00	Available now

Separate grade level guides, 9-12, are also \$4.00 each.

**Source:** Montgomery County Schools, Rockville, Maryland.

## **COMBINED ELEMENTARY AND SECONDARY SCHOOL PROJECTS**

*Project Title:* Development of Curriculum Framework in English K-12

*Institution or District:* California State Department of Education

*Name of Person to Contact:* Everett V. O'Rourke

*Focus of Project:* Develop, write, and publish a Framework (guidelines document) for English curriculum and instruction in Grades K-12, and distribute the document to all districts, counties, colleges, and universities in the state.

*Sources of Funding:* Elementary and Secondary Education Act, Title V; State of California, General Budget; National Defense Education Act, Title III

*Project Objectives:*

1. To assist districts and counties to establish and maintain sequential and articulated curriculum and instruction in English from the kindergarten through the twelfth grade.
2. To be a basis for criteria for the selection and adoption of textbooks and supplementary books and other learning materials for elementary and high schools.
3. To be a guide for the development and operation of programs for inservice and preservice education of teachers of English in elementary and high schools.

*Background:* A statewide committee of 16 people representing elementary and secondary schools, colleges, and the State Department of Education have been working on the project for four years. In that time they have conferred with re-

source people, examined research, prepared an outline for the Framework, written a preliminary document which has been evaluated by several thousand educators in workshops and conferences, and rewritten the Framework.

*Current Status of Project:* The project is complete, and the document published.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
English Language Framework for California Public Schools (Kindergarten through Grade 12), 1968	25¢	Available now

*Source:* Fiscal Office, Order Section, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

*Project Title:* California Area III English Project

*Institution or District:* California Area III County Superintendents Publications and Curriculum Development Committee in cooperation with the University of California, Davis Campus.

*Name of Person to Contact:* Helen Strickland, Placer County Schools

*Focus of Project:* Upgrade English teaching and curriculum offerings for Grades K-12 in all of the schools of the 13 counties of Area III.

*Source of Funding:* County Schools Offices in the 13-county area

*Project Objectives:*

1. To acquaint teachers and school administrators in Area



III with new content, materials, and methods in the field of English.

2. To increase knowledge and skill in language, composition, and literature for all teachers of English at all schools, Grades K-12.
3. To give intensive training to a corps of teacher-specialists and teacher-leaders who will help with planning and organization and who will serve as teachers and leaders for workshops, conferences, and courses.
4. To help school personnel restructure curriculum so as to maintain the strengths of present programs and to incorporate proposals which they can accept as promising.
5. To prepare schools in Area III for acceptance and implementation of a new California English Framework; and to recommend adoption, modification, or elimination of aspects of the proposals.

*Background:* Over a three and one-half year period the project in cooperation with the University of California, Davis, has given intensive leadership training to 40 classroom teachers who are now serving as leaders and consultants in English for schools and districts in the area and as teachers for the Extension Division of the University of California, Davis. It has provided a continuous and extensive network of extension courses, conferences, and workshops in English for large numbers of teachers.

*Current Status of Project:* At present the project is continuing. The ideal of the project is to provide a continuing program of inservice education in English for Area III.

*Materials:*

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Development of a Curriculum in English, Grades K-12	Free Single Copy	Available now



<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Continuing Education for a New English	Free Single Copy	Available now
Dimensions of Change in English	Free Single Copy	Available now
Regional Inservice Education	Free Single Copy	Available now

*Source:* Dr. Helen Strickland, Placer County Schools, 360 Elm, Auburn, California 95603.

***Project Title:*** Hawaii English Project

***Institution or District:*** Hawaii Curriculum Center, a joint agency of the University of Hawaii and the Hawaii State Department of Education

***Name of Person to Contact:*** Shiho S. Nunes, Associate Director and Manager, English Project

***Focus of Project:*** Develop a theoretically coherent English curriculum for the state of Hawaii, articulated from Grades K-12, tested, and complete with teacher and student materials, evaluation measures, teacher training package, and plans for statewide dissemination.

***Source of Funding:*** Title III, Elementary and Secondary Education Act; the University of Hawaii; and the Department of Education, State of Hawaii

*Project Objectives:*

1. To develop and test an exemplary discipline-centered English curriculum K-12.
2. To train teachers in background (language and literature) and specific curriculum materials.
3. To demonstrate national and local curricula.
4. To develop a teacher training program and plan for state-wide dissemination of new curricula.

*Student Objective:*

To equip students with essential *methods* of investigating a field of study as well as a grasp of the basic, or key, concepts of the field.

*Background:* The institutional arrangement concluded in May, 1966, between the University and the Department resulted from a recognition of the fact that modern curriculum development is a task to be shared by scholars and school people. The English Project is the Center's first major development effort, but only one of several other efforts in science, music and the fine arts, and the Japanese language. The focus on English resulted largely from a school survey in 1965 and also from widely expressed public desire for improved instruction in language. With the Department's Title III (P.L. 89-10) proposal centered on language, it was logical that the Center's first project should be in English.

*Current Status of Project:* Phase I materials of primary language skills program (reading, oral-aural, handwriting, composition, typing) are completed and under test in 11 kindergarten classes. The theoretical foundation has been laid for the language and literature curricula, and the overall design is nearing completion. Materials selection is now under way.

*Sources of Further Information:*

1. Hawaii Curriculum Center brochure.
2. College of Education, University of Hawaii, *Educational*

*Perspectives*, October, 1967, has entire issue devoted to the Center.

3. *Hawaii School News*, November, 1967.

*Materials*: Not to be released until the project is completed.

*Project Title*: Language Arts

*Institution or District*: Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls

*Name of Person to Contact*: Dr. Howard Vander Beek

*Focus of Project*: Develop an English language arts program, K-12, with specific focus upon desirable pupil outcomes at the various levels.

*Source of Funding*: Research Division of the University of Northern Iowa

*Project Objective*:

To develop a guide to the local language arts program.

*Background*: Language arts instructors on all levels (K-12) have worked together regularly for a number of years, and the guide has been the outcome of their cooperative studies.

*Current Status of Project*: The project is completed, and the guide has been published.

*Materials*:

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
The English Language Arts Program, K-12	\$1.00 (payment to accompany order)	Available now

*Source*: Extension Service, University of Northern Iowa, Cedar Falls, Iowa 50613.

**Project Title:** Language Arts: Goals and Sequences, Grades 1-12

**Institution or District:** Lexington (Massachusetts) Public Schools

**Name of Person to Contact:** Richard Barnes

**Focus of Project:** Establish a working language arts curriculum for teachers in Lexington Schools.

**Source of Funding:** Lexington Public Schools

**Project Objective:**

To develop a sound sequential, cumulative curriculum in language arts.

**Student Objective:**

To communicate effectively by speaking, writing, reading, and thinking.

**Background:** A preliminary study of the language arts curriculum was begun in 1962, and a tentative guide was published in 1963. In 1964, the guide was revised for publication in its present form.

**Current Status of Project:** The project is in its implementation stage, with a view towards future revision. Resource units will be added to supplement the guide.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Goals and Sequences	\$3.00 plus 15¢ for postage	Available now
Resource Units, Grades 1 & 2 Grades 3 & 4		Not yet available for distribution

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Grades 5 & 6		
Grades 7 & 8		
Grades 9-12		

*Source:* Lexington Public Schools, Lexington, Massachusetts.

*Project Title:* Project Upgrade

*Institution or District:* School District of Aiken County, South Carolina

*Name of Person to Contact:* Charles C. Rogers, Supervisor of English & Materials

*Focus of Project:* Revise the English language arts curriculum in Grades 1-12 and provide inservice training for teachers.

*Source of Funding:* Title III, Elementary and Secondary Education Act, U.S. Office of Education

*Project Objectives:*

1. To produce curriculum materials for an improved English language arts program.
2. To upgrade instruction through the inservice training of teachers.

*Student Objectives:*

1. To achieve behavioral goals in reading and expression.
2. To develop a sophisticated understanding of language.

*Background:* The project is acting as a distribution center for the Euclid English Demonstration Center materials.

*Current Status of Project:* The school year 1967-68 was used as a planning year.

**Source of Further Information:**

1967 IRA Proceedings (International Reading Association, Box 119, Newark, Delaware 19711).

**Materials (all Euclid materials):**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Teaching Units	\$ .50 each	Available now
Allegory and Symbolism— Grade 7 honors		
Allegory and Symbolism— Grade 8 honors		
Animal Stories—Grade 7 average		
Change in the English Language		
Characterization— Grade 8 average		
Coming of Age— Grade 8 average		
Courage—Grade 7 average		
Courage—Grade 7 honors		
Definition & Etymology		
Dialects		
Epic Hero—Grade 9 honors		
Form Classes (Morphology)		
Justice—Grade 7 honors		
Man and Culture— Grade 9 honors		
Mythic Hero— Grade 9 honors		
Newspaper—Grade 9 average		
Outcast—Grade 9 average		
Physical Environment—		



Grade 7 average  
 Power—Grade 8 honors  
 Protest—Grade 9 average  
 Satire—Grade 8 honors  
 Satire—Grade 9 honors  
 Semantics—Grade 7  
 Semantics—Grade 8  
 Semantics—Grade 9  
 Survival—Grade 9  
 average  
 Symbolism—Grade 9  
 average  
 Symbolism—Grade 9  
 honors  
 Syntax  
 Tragic Hero—Grade 9  
 honors

**Bulletins****\$.50 each****Available now**

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 a Curriculum  
 No. 2—Structure and  
 Teaching: Building the  
 English Curriculum  
 No. 3—A Concept Centered  
 Curriculum Concepts of  
 Man: A Curriculum for  
 Average Students  
 No. 4—Approaches to  
 Literature: A Curriculum  
 for Honor Students  
 No. 5—Reading and Writing:  
 The Remedial Program  
 No. 6—The English  
 Language: The  
 Linguistic Approach

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
No. 7—English Writing: Approaches to Composition		
No. 9—Euclid in Retrospect: 1967 Conference Bulletin		
<b>Other Materials</b>		<b>Available now</b>
Talks on the Teaching of English: Speeches from the Euclid Demonstration Center 1963–65 (Booklet)	\$1.65	
A Unit Process (an outline for unit building)	\$.50	

*Source:* Charles C. Rogers, Supervisor of Materials, School District of Aiken County, P.O. Drawer 771, Aiken, South Carolina 29801.

***Project Title:*** Testing Linguistically-Oriented Materials for the Teaching of Writing in New York City Schools

***Institution or District:*** Teachers College, Columbia University

***Name of Person to Contact:*** Dr. Robert L. Allen, Chairman, Department of Languages and Literature

***Focus of Project:*** Test effectiveness of *Discovery I & II* and *Exploration I & II* in teaching writing.

***Source of Funding:*** United States Office of Education administered through the Center for Urban Education

**Project Objectives:**

1. To determine how much teacher preparation in linguistics is needed to use the materials.
2. To determine effectiveness of the materials and need for revisions and adaptations for Grades 4, 7, and 9.
3. To determine whether students are able to use their knowledge of sector analysis in their writing.

**Background:** The project involved twenty teachers in Grades 4, 7, and 9 in the New York City schools. The linguistic background of the teachers ranged from none to one year. The classes were designated as disadvantaged or non-disadvantaged according to the language ability of the students.

**Current Status of Project:** The project is completed. Copies of the final report may be obtained by writing to the New York Center for Urban Education, 33 West 42nd Street, New York, New York 10036.

**Materials:**

<i>Title</i>	<i>Price</i>	<i>Date Available</i>
Discovery I & II	\$1.35	Available now
Exploration I & II	\$1.65	Available now

**Source:** Noble & Noble Publishers, 67 Irving Place, New York, New York 10003.