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ABSTRACT

This guide is a collection of abstracts--most of them selected from "Research in Education"--of the materials produced by the 23 English Curriculum Study and Demonstration Centers of the USOE English Program (Project English). A revision of ED 021 854, it gives updated ordering information and includes additional abstracts of materials from the Minnesota Project English Center and ISCPET which have only recently completed and released their programs. Arranged by Center and indexed by subject, the abstracts represent curriculum guides, research reports, textbooks, and other products for all aspects of the English language arts, K-12. There are also materials concerned with teaching English as a second language, teaching the disadvantaged, and English teacher preparation. Complete ordering information is provided for all materials which are available from commercial or university publishers and from the ERIC Document Reproduction Service. (DB)

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**A GUIDE TO AVAILABLE
PROJECT ENGLISH MATERIALS**

Edited by

Donna Butler
Bernard O'Donnell

Revised Edition
September 1969

TE001 651

*The NCTE/ERIC Clearinghouse on the Teaching of English is an Information Service
of the National Council of Teachers of English in cooperation with the
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Knowledge is of two kinds: we know a subject ourselves,
or we know where we can find information upon it.

-- Samuel Johnson

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The ERIC Clearinghouse on the Teaching of English, one of 19 clearinghouses authorized to date, abstracts and indexes research reports and other documents relevant to all aspects of the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English.

* * * * *

This collection of abstracts was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

HOW TO OBTAIN PROJECT ENGLISH MATERIALS

The principal objective of the NCTE/ERIC Clearinghouse, in dealing with materials produced by the Project English centers, has been to make known the sources from which these materials may be obtained and to provide access to documents which were previously inaccessible. Most of the materials may now be purchased either from the ERIC Document Reproduction Service (EDRS) or from commercial or university presses. This Guide brings together into one volume the abstracts and ordering information for all the materials which are currently available or will soon be available from whatever source. The abstracts appear in the U. S. Office of Education abstract journal, Research in Education (RIE). In using the Guide, it is important to remember that not all the documents whose abstracts appear in it can be ordered from EDRS. Whenever possible, materials which were not available from any other source have been made available through EDRS in both hard copy and microfiche. But because some of the materials from Project English centers are copyrighted or contain copyrighted matter, they are available from EDRS in microfiche only or are cited as "Not Available from EDRS."

Information on the Project English materials which are now being distributed by the National Council of Teachers of English is also included in this guide. The appendix, "Materials Available from the National Council of Teachers of English," lists price and order number for each document and the abstract number assigned to it in the Guide. It should be noted, however, that three of the documents listed in this appendix are available only from NCTE and do not appear in the abstract section of the Guide. They may be identified by the fact that they have not been given abstract numbers.

In most cases all necessary ordering information is included as part of the abstract for each document. A document available through ERIC has EDRS prices included in the bibliographic citation at the head of the abstract; a document available from a source other than EDRS has ordering information given at the end of the abstract. Abbreviations in the bibliographic citations for each document are MF for microfiche, HC for hard copy. Thus "EDRS price MF-\$0.50 HC-\$4.00" means that the document can be purchased on microfiche (microfilm images mounted in a 4" x 6" card) for 50¢ or in a photographically reproduced paper booklet for \$4.00. When ordering from EDRS please follow these directions:

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(Document numbers prefaced by the letters "TE" are not yet available)

At the time of this writing, ED numbers necessary for ordering were not available for all ERIC documents. If possible, the issue of RIE in which the document was to appear has been indicated. (TE and ED numbers are cross-referenced in the back of every issue of RIE.) Persons not having access to RIE, however, should feel free to write to the Clearinghouse to obtain ED numbers or any other information which could not be included in this book. Address inquiries to NCTE/ERIC, 508 South Sixth Street, Champaign, Illinois 61820.

E R R A T U M

The sponsoring organization for the Project English Center in Wisconsin is the Wisconsin State Department of Public Instruction, not the University of Wisconsin as stated in the table of contents and on page 122.

TABLE OF CONTENTS

Introduction	vii
Abstract Section	
General Essays and Studies	1
University of California, Los Angeles	8
Carnegie-Mellon University	10
Teachers College, Columbia	14
Florida State University	15
Gallaudet College	15
University of Georgia	16
Hunter College, Bilingual Readiness	18
Hunter College, Gateway English	19
University of Illinois, ISCPET	22
Indiana University	42
University of Michigan	47
University of Minnesota	49
University of Nebraska	60
New York University	76
Northern Illinois University	77
Northwestern University	79
Ohio State University	81
University of Oregon	82
Purdue University	112
Syracuse University	113
Tuskegee Institute	115
Western Michigan University	116
Western Reserve University--Euclid Junior High School	118
University of Wisconsin	122
Appendix: Materials Available from the National Council of Teachers of English	
	125
Index	129

I N T R O D U C T I O N

The name "Project English," though familiar to some degree to thousands of English teachers who have attended NDEA summer institutes and to thousands more who have read articles in the past few years in the professional journals of NCTE, MLA, and IRA, has continued to be shrouded with a veil of mystery for the great majority of us. New teachers might even ask, "Project English? What's that?" Just enough articles have been written to intermittently pique our professional curiosity, and this curiosity has not been satisfied.

Project English, currently known as the English Program of the U. S. Office of Education, was founded in September 1961 and authorized limited expenditure of funds by Congress under Public Law 531. J. N. Hook, the first Coordinator of Project English, described the program ("Project English: The First Year," PMLA, LXXVII, September 1963, Part 2, 33-36) as one formed to serve all academic levels, to serve teachers of varying competency, to serve students with low, average, and high ability. Since 1961 approximately twenty Curriculum Study and Demonstration Centers have been funded--many of which have developed study units and curriculum designs which are both sound and innovative.

The problem of making these curriculum units available to the profession and the public is one that has beset the Curriculum Centers since their first products were completed. Project Directors have made vigorous--and often successful--attempts to interest commercial publishers or university presses in their wares to effect widespread distribution. Also, a considerable number of the study units and curriculum designs were made available to hundreds of NDEA Institute participants through the English Institute Materials Center, sponsored by MLA and NCTE. However, the great majority of classroom English teachers have not been able to obtain these materials. Some items will not be released by publishers for several months, even years; some items will not be published at all; some items already have been published, but they are buried in constantly expanding publishers' catalogues.

In order to ease these distribution and publicity problems, the NCTE/ERIC Clearinghouse on the Teaching of English with the endorsement of its Advisory Board and the U. S. Office of Education has completed this booklet describing in abstract form the materials which were produced by the Centers. Moreover, over the past several months, the Clearinghouse has been gathering the documents themselves and processing them for inclusion in the ERIC system. All materials which have been completed by the Project English Curriculum Study and Demonstration Centers at this writing are available from the ERIC Document Reproduction Service (EDRS) or from commercial or scholarly presses. We hope that this service of ERIC to the profession will stimulate the widespread use of the Project English materials.

Bernard O'Donnell
Director

GENERAL ESSAYS AND STUDIES

1. ED 013 831

Barry, James D., ed. The Future of the English Curriculum. 1967.
EDRS Price: MF-\$0.25 HC-\$2.30. 44pp.

A selection of papers delivered on January 28-31, 1967, at Loyola University's NDEA Institute on English Institute Materials Center (EIMC) Materials considered means of improving the selection and use of curriculum materials in 1967 summer institutes. In the "Introduction" James D. Barry explains the purpose and workings of the Institute. Four "trends" papers from the conference included here provide exposition of major ideas stirring the profession and demonstrate the importance of considering textbooks, courses, workshops, or materials in terms of seminal ideas. The papers are "Trends in Teaching Literature" by Arthur M. Eastman, "Trends in Teaching Language" by Harold B. Allen, "Trends in Teaching Composition" by Wallace W. Douglas, "Trends in Reading" by Walter T. Petty, and "The Uses of EIMC Materials in 1966: Significance for the Future" by Leo Ruth.

2.

Brett, Sue M., ed. Project English Notes: Research Findings. 1964.
Document not available from EDRS. 5pp.

Four Project English studies were completed by September 1964. A study to determine whether or not there was a correlation between knowledge of traditional grammar and performance in composition among college freshmen yielded negative results as measured by the STEP Essay Test and the Iowa Grammar Information Test. It is the belief of the investigator, however, that the inadequacy of the tests employed may be the cause of negative instead of positive results. Another study in composition indicated that neither more writing nor intensive correction brings any better results in improving the quality of student compositions than does correction of only those errors pertaining to skills which students are currently studying. A reading study which tested the substrata factor theory indicated that at least 12 abilities are involved in reading for either speed or power. Finally, another study showed that mentally retarded adolescents could improve their reading skills, that the experience method was no more effective than the traditional method, and that the usual measures of reading-level expectance were inadequate to predict the reading achievement of these retarded adolescents. (The reports of these projects are available in the libraries which subscribe to the Library of Congress Document Expediting Project. A list of these libraries is appended.) This article appeared in the English Journal, vol. 53 (September 1964), 465-469.

3. ED 017 484

Carpenter, Elizabeth T. The Analysis of Children's Compositions in Terms of Logical Criteria and Cognitive Theory (Grades 2-6). Final Report. 1967. EDRS Price: MF-\$0.75 HC-\$9.50. 188pp.

The purpose of this study was twofold--(1) to find what logical habits and abilities possessed by elementary school children were demonstrated in the performance of compositional tasks, and (2) to compare the written compositions of elementary school children who had studied under the Nebraska Curriculum Development Center's language arts program for at least two years with those compositions written by children in a traditional language arts program. Five different types of compositions were collected at each grade level (two through six) in elementary schools using the Nebraska program and in others having a traditional language arts program. Instances of certain types of language behavior were identified and measured. Results showed that (1) children who had studied under the Nebraska program were better able to perform the writing tasks necessary to produce well developed and clearly organized stories than were children in the traditional program, (2) the visible forms of written expression had an effect upon the linguistic forms of the children's written compositions, (3) the adaptation of adult language expressions by children to their own models and uses indicated that the forms of our language present problems for children in understanding language areas that are new to them, and (4) within any elementary school grade, children may be of several different levels of cognitive ability but these levels are not indicated by standard IQ and achievement tests.

4. ED 015 200

The English Curriculum in the Secondary School. 1967. EDRS Price: MF-\$0.75 HC-\$7.10. 142pp.

At the invitation of the National Association of Secondary School Principals (NASSP), a special committee of the National Council of Teachers of English has prepared a symposium of papers on new directions in the English secondary school curriculum. Articles on important issues and developments in the teaching of English are: (1) "Six Major Influences on the Secondary English Curriculum" by James R. Squire, (2) "The English Curriculum: Out of the Past, Into the Future" by Robert A. Bennett, (3) "The 'New English' Anew" by Harold B. Allen, (4) "Literature in the Revitalized Curriculum" by James E. Miller, Jr., (5) "Developments in Speech" by William Work, (6) "Reading: In and Out of the English Curriculum" by Margaret J. Early, (7) "Developments in Composition" by Gordon Wilson and Robert J. Lacampagne, (8) "Book Selection and Censorship" by Robert F. Hogan, (9) "English Programs for the Disadvantaged" by Richard Corbin, (10) "Teacher Preparation" by J. N. Hook, (11) "National English Projects and Curriculum Change" by Michael F. Shugrue, (12) "The Dartmouth Seminar" by Albert H. Marckwardt, (13) "Innovation and Renovation in English Teaching" by Frank E. Ross, and (14) "References on English in Secondary Schools" by James R. Squire. These papers appear in the NASSP Bulletin, vol. 51, no. 318, April 1967.

5. ED 014 472

Fisher, John Hurt. Proposal for a Conference of Directors of the English Curriculum Development and Demonstration Centers to Evaluate the Progress of Their Projects and Correlate Activities for 1965-1966. Final Report on U. S. Office of Education Project BR-6-8167. 1966. EDRS Price: MF-\$0.25 HC-\$0.45. 9pp.

The Modern Language Association of America called a meeting of the Curriculum Study and Demonstration Center Directors to share information on the Centers' progress and plan ways of sharing curriculum development information with the profession at large and to plan the operation and schedule for the 1966 English Institute Materials Center (EIMC). Conferees favored the continuation of supplying Study and Demonstration Center materials to National Defense Education Act Summer Institutes but agreed to limit the contribution of any one Center and the number of pages to any one institute participant. After twelve Centers offered to contribute experimental curriculum materials to EIMC in 1966, a calendar for EIMC operations was adopted. The MLA and the National Council of Teachers of English are encouraged to explore the feasibility of a comprehensive re-examination of considerations involved in developing the English curriculum for schools and to collect all relevant bibliographies. An article based upon the Center Directors' progress reports, "New Materials for the Teaching of English: The English Program of the USOE," was distributed through EIMC to all 1966 NDEA Summer Institute participants.

6. ED 022 749

O'Donnell, John F. The New English. 1968. EDRS Price: MF-\$0.25 HC-\$0.70. 12pp.

Traditional English curriculums are giving way to new English programs built on the foundations of research and scholarship. The "new" English, being developed by the Project English Centers throughout the country, attempts to utilize the characteristic structure of the subject to plan sequential and spiral curriculums replacing outdated techniques and repetitious planning. To improve the literature curriculums, the Centers are concentrating on complete masterpieces, rather than on selections from anthologies, and are emphasizing the literary work itself, close reading, intensive study of the underlying structure of the work, and supplementary wide personal reading--all within a sequential, spiral curriculum which employs the inductive approach. Language programs are being developed to incorporate generative grammar and to provide sequential units on language history, dictionaries, dialects, phonology, semantics, and syntax. For composition programs, the Centers are designing sequential approaches to such important aspects of the writing process as ideas, form, diction, style, and mechanics. This two-part article appeared in the Greater Philadelphia Council of Teachers of English Newsletter, November 1967 and January 1968.

7. ED 011 974

Olson, Paul A., ed. The Arts of Language, Needed Curricula and Curriculum Development for Institutes in the English Language Arts: Language, Literature, Composition, Speech and Reading. 1966. EDRS Price: MF-\$0.25 HC-\$1.70. 32pp.

A conference was held to produce a description of needed research in the area of the inservice retraining of elementary school teachers in the allied areas of language, literature, composition, speech, and reading. Five position papers on each area were read on the first day, and the last two days of the conference were spent developing committee modifications and extensions of the position papers. Included in this report are the five position papers, the five committee reports, and an additional report on the special problems of English language arts institutes directed to teachers of the culturally deprived. It was generally agreed that institutes on the retraining of teachers in language, language training, and linguistic usages should include both scholars and educators.

8. ED 011 964

Orton, Kenneth D. A New Approach to Curriculum Evaluation. 1966. EDRS Price: MF-\$0.75 HC-\$6.95. 137pp.

The feasibility of using an item-analysis approach for the evaluation of an innovative ninth-grade curriculum was explored. A pool of test items was developed, for each of the three units to be evaluated, by examining English textbooks and teacher's guides and by writing items that represented the major outcomes expected of each of the units: satire, uses of language, and syntax and rhetoric of the sentence. All of the items in the pool were administered to experimental and control groups, and the results compared with results of a criterion test (a few representative items given to a reasonably large sample of students). The investigator concluded that the item pool approach may provide more useful information for the curriculum builder than the criterion test approach and suggested further refinements to make the pool approach more useable as a major means of curriculum evaluation. Original plans called for an analysis of the pool test items to be made in comparison with results obtained from a published English test. This plan was dropped after evaluation of the available tests. Few tests were found that could be used to assess the outcomes of the Nebraska English program. Items selected for the curriculum unit tests and the results of the evaluations of the published tests and of the test items in the textbooks are included in the report.

9. ED 013 254

Shugrue, Michael F. An Evaluation of the Use of English Institute Materials Center Curriculum Materials in NDEA Summer Institutes in English. 1966. EDRS Price: MF-\$0.25 HC-\$1.40. 28pp.

In the summer of 1966, the Modern Language Association of America conducted a review of the use and effectiveness of experimental curriculum units distributed by the English Institute Materials Center (EIMC) to National Defense Education Act Summer Institutes in English and closely related areas. The evaluators visited a cross section of 27 institutes where workshops and classes were observed and discussions were held with institute directors, staffs, and participants. Reports on visits and questionnaires sent to each institute participating in EIMC showed that EIMC performed a valuable service to NDEA Summer Institutes in English, but that EIMC materials generally were not well used. Because they frequently arrived too late for careful study by institute directors and staff, the materials were not incorporated extensively into institute programs but were utilized only as reference material or were merely given to participants without demonstration. When exposed to EIMC materials through demonstrations and workshops, however, participants responded enthusiastically. The effectiveness of EIMC materials could be improved by adding new units and by systematically introducing curriculum materials to institute directors, with specific suggestions on their selection and utilization. In addition, the establishment of centers similar to EIMC by other disciplines should be given serious consideration. (The operation of an Institute Materials Center is explained in the appendix.)

10. ED 015 205

Shugrue, Michael F. New Materials for the Teaching of English: The English Program of the USOE. 1966. EDRS Price: MF-\$0.25 HC not available from EDRS. 40pp.

This report follows two prepared in previous years by Coordinators for Project English and traces the concerns of the Office of Education English Program to January 1966. An introduction discusses the general outline of English curriculum studies now in progress and recounts the significant legislation which supports these projects, similar research in the arts and humanities, and Summer Institutes in English. Reports on each of the 25 Curriculum Study and Demonstration Centers include a statement of the purpose of the project, an explanation of the principles and design of its curriculum materials, and its current state of development and progress. This article appeared in the September 1966 PMLA. Reprints are available from the Materials Center, Modern Language Association, 62 Fifth Avenue, New York, N. Y. 10011, and the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, Stock No. 03908, \$.50.

11. ED 015 206

Shugrue, Michael F., and Thomas F. Crawley. The Conclusion of the Initial Phase: The English Program of the USOE. 1967. EDRS Price: MF-\$0.25 HC not available from EDRS. 22pp.

Because most of the beginning phase of federal support for English has been completed, this is in one sense a terminal review of the work completed or near completion by the Curriculum Study and Demonstration Centers supported by the Cooperative Research Program of the Office of Education. An introduction assesses the significance of the Centers' work and the NDEA Summer Institutes in English, discusses recent related projects, conferences, and reports, and considers the areas which need particular attention in the second phase of federal support to English. Included in the reports on individual Centers are (1) the reasons for establishment, (2) the areas of their curriculum development, (3) a summary of their research and testing, and (4) a description of their principles and the nature of their curriculum materials. This article appeared in the September 1967 PMLA. Reprints are available from the Materials Center, Modern Language Association, 62 Fifth Avenue, New York, N. Y. 10011, and the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, Stock No. 01152, \$.50.

12. ED 001 126

Steinberg, Erwin R., and others. Curriculum Development and Evaluation in English and Social Studies. 1964. EDRS Price: MF-\$0.75 HC-\$7.85. 155pp.

Representatives of the nineteen Curriculum Study Centers supported by the U. S. Office of Education gathered to share information about what each Center was doing in order to analyze and attack common curricular problems; to consider certain common procedural matters such as the publication and dissemination of their materials; to examine research designs, tests, and testing procedures to draw conclusions about future directions for curriculum evaluation; and to inform interested professions about the accomplishments of the Study Centers. Included are the summaries of statements made by each of the individual Centers, eleven in English and eight in social studies. Introductory analyses accompany both the group reports. While no two Centers are attacking the same problem or using the same approach, the reports show that there are remarkable similarities in many of their basic ideas. The Centers seem to share a common interest in inductive teaching, sequential learning, evaluation, and teacher-training programs in new curricular subjects and new emphases, and in the newer technical media. All of these matters of common interest are discussed, as is the work of the individual Centers. This conference report is concluded by a commentary and discussion on the issues raised at the evaluation meeting and on the papers presented by the invited speakers. The problems discussed in these papers are those which arise at many stages of curricular study. Available from the National Council of Teachers of English, Stock No. 01303, \$1.50.

13. ED 020 154

Steinberg, Erwin R. Needed Research in the Teaching of English, Proceedings of a Project English Research Conference (Carnegie Institute of Technology, May 5-7, 1962). 1963. EDRS Price: MF-\$0.75 HC not available from EDRS. 141pp.

Contained in this monograph are papers presented and summaries of discussions held at the May 1962 Project English Research Conference on Needed Research in the Teaching of English. Topics covered are (1) Research Gaps in the Teaching of English on the Elementary, Secondary, and College Levels, (2) Needed "Multilevel" Research in English, (3) Language Study in English Teaching, (4) Psychological Measurement, (5) Problems in Controlled Research, (6) English-Teaching Innovations, (7) Computer Models of Psychological Processes, (8) Implications of Project Talent for Research in the Teaching of English, and (9) The Importance of the Conference to Project English. Authors of Conference addresses are Dwight L. Burton, Paul B. Diederich, John S. Diekhoff, John C. Flanagan, Garlie A. Forehand, W. N. Francis, J. N. Hook, W. J. McKeachie, Walter R. Reitman, James R. Squire, and Ruth G. Strickland. This monograph is available for \$0.55, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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14. ED 018 803

Wilson, Robert, and others. Guides for Teaching English as a Second Language to Elementary School Pupils. 1968. EDRS Price: MF-\$0.50 HC-\$3.85. 75pp.

This document is a final report and summary of a project designed to develop guides for teaching English as a second language to elementary school pupils. The guides are now titled Teaching English Early and cover the first two levels of instruction. The materials prepared by this project are organized in a series of carefully sequenced daily lessons based on audio-lingual principles of learning and are written for a situation in which eight or ten children are taken from their regular classroom each day for approximately a half-hour of special instruction. Each lesson includes review and evaluation activities as well as special directions to the teacher planned to guide effective presentation of the material. This report includes a description of two studies comparing the growth in language efficiency of children receiving special instruction for a half-hour daily using the Project Materials with matched groups receiving no special instruction. These studies give strong evidence that the children receiving instruction through the use of the Project Materials compare favorably in their ability to use English with children of their own age group who speak English as their native language. Also included in this report is a description of activities and rationale, conclusions, and recommendations, as well as appended outlines of the sequence of syntactic structures and the phonology for Levels I and II.

15. ED 025 680

Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part I. Teaching English Early. 1967. EDRS Price: MF-\$1.50 HC-\$19.80. 392pp.

16. ED 025 681

Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level I, Part II. Teaching English Early. 1967. EDRS Price: MF-\$1.50 HC-\$18.80. 372pp.

The two guides above have been written to help teachers provide effective instruction for children who do not speak English as their native language. The guides have been planned for use in the primary grades and have been written on two levels of difficulty. The first level contains 128 lessons, the second 115, and each provides instruction for approximately one year. Each lesson in the First Level series is presented in the following format: I Objectives. A. Content and Teaching Points. B. Test and Likely Errors (at end of lesson). II Materials. III Procedures. A. Review, B. Presentation, and C. Pronunciation. See the final report, ED 018 803, for a summary of the project and a rationale for the approach.

17. ED 018 801

Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level II, Part I. 1968. EDRS Price: MF-\$1.25 HC-\$14.15. 281pp.

The 55 audio-lingual lesson units of Teaching English Early are designed as a guide for the teacher of elementary grade children who have reached Level II in English as a second language. Aimed primarily at the Spanish-speaking (Mexican-American) child, this pre-reading material may be used with other language backgrounds. Each lesson unit is presented in three sections: (1) Lesson content, e.g., the basic structures and sounds to be taught, and occasional tests, such as team games and guessing games, (2) Materials, e.g., the realia and other teaching aids necessary for teaching the lesson, upon which the lesson is based, and (3) Procedures, e.g., the detailed account of each step of the lesson. (Some steps are suggestions only, with details left to the teacher's discretion.) Side notes provide additional information concerning predicted phonological and syntactic problems, as well as suggested teaching techniques. The format is simplified, with a minimum of technical terminology, but it is assumed that the teacher is linguistically oriented and thoroughly familiar with the materials and methods of the course.

18. ED 018 802

Wilson, Robert, and others. Guide for Teaching English as a Second Language to Elementary School Pupils. Level II, Part II. 1968. EDRS Price: MF-\$1.25 HC-\$16.35. 325pp.

This volume comprises Lessons 56-115 of the second level of Teaching English Early. Following the same format as Level II, Part I, the approach is still oral-aural, emphasizing classroom activities and "acting-out" with puppets. Somewhat more emphasis is given to "free dialog" and a greater variety of activities.

The California State Department of Education is arranging publication for Guides for Teaching English as a Second Language to Elementary School Pupils. Persons interested in obtaining further publication information should write to:

Mr. Eddie Hanson, Jr.
 Consultant in English as a Second Language
 Bureau of Educational Programs and Subject Specialists
 Department of Education
 721 Capitol Mall
 Sacramento, California 95814

CARNEGIE-MELLON UNIVERSITY
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19. ED 011 966

Steinberg, Erwin R., and others. A Senior High School Curriculum in English for Able College-Bound Students. Volume 5, Summary Report. 1965.
EDRS Price: MF-\$0.50 HC-\$5.55. 111pp.

Believing the study of English to be an interrelationship of literature, language, and composition, the staff of the Carnegie Curriculum Study Center organized a sequential and cumulative three-year curriculum for able college-bound students in the senior high school. Composition and language skills consonant with the new linguistic studies were built integrally around a core of literary understanding, and inductive teaching methods were used as a means of helping the student learn through personal discovery and interaction with the teacher. Carnegie English department staff and local teachers taught the experimental program in seven high schools of diverse types and sizes. Each summer of the three successive years' trial, staff and teacher participants evaluated and revised the overall rationale and the detailed syllabi of the project. Tests were made comparing experimental groups with traditionally taught control groups. Through further revision and experimentation, the new curriculum can help define a standard for high school English. (Summary Plans for grades 10, 11, and 12 are included.)

20. ED 016 664

Slack, Robert C. Program to Extend Curriculum Materials in English for the Able to a Wider Student Group. Final Report. 1967. EDRS Price: MF-\$0.75 HC-\$8.25. 163pp.

The purpose of this project was to determine (1) if a teacher given no special training in the educational philosophy and methods of the Curriculum Study Center at Carnegie-Mellon University could adequately teach its materials and (2) if these materials (designed for use with exceptionally intelligent students) could, with some modification, be taught effectively to average students. For two academic years, six classes of average high school students in grades 10-12 were taught the Carnegie Center's English Curriculum by teachers who were given only the materials for the courses, without further instruction. Results indicated that the materials can be taught by teachers without previous special training, and that, with modifications, the program is more successful than traditional instruction with students of average ability. However, teachers recommended the following major modifications in the program for use with average students: (1) that the quantity of reading be reduced, (2) that the recommended inductive teaching method be varied by using several other procedures, (3) that the quantity of audiovisual materials be substantially increased, (4) that students be given more training in composition, (5) that students not be graded any more stringently than they otherwise would be, and (6) that the whole three-year program be used rather than any single year of it. (The texts of the reports of the six participating teachers are appended.)

21. The Noble and Noble Insight Series

The recently published three year high school program in literature and composition developed by the Curriculum Study Center at Carnegie is based upon the inductive method of teaching in the study of both literature and composition. In the literature program the focus is upon the process of learning--for example, the stress is on how the student comes to know a character in a novel or understand the symbolic meaning of a work. In the composition program emphasis is on how students learn to discover, isolate, and define their message. Writing assignments are based on literary selections both to develop writing skills and to increase understanding of the selections themselves. In each of the three years, students look at a different body of literature and learn to examine literature from different points of view. Although each year's work can stand on its own, the work is progressively more challenging and the three years of study are intended to have a sequential and cumulative effect. The volumes available from Noble and Noble are: core volumes (literature anthologies), teacher's guides, and complementary volumes (supplementary literary selections and activities). In the core volumes almost every selection, including novels, plays, short stories, and poems, is complete. Unit titles and the authors studied in each are listed below.

Tenth Grade: "The Experience of Literature" (world literature and composition)

Core Volume (clothbound)--\$5.56; Teacher's Guide--\$5.56

Introduction: Guy de Maupassant, Lin Yutang, Taha Hussein, and Anton Chekhov

"Social Concerns": Ibsen, Hermann Hesse, Turgenev, Rabindranath Tagore, Po Chu-i, Peter Abrahams, Abioseh Nicol, Seami Motokiyo, Giacomo Leopardi, C. P. Cavafy, Xenophanes of Colophon, and Erich Maria Remarque

"Love": Lin Yutang, Strindberg, Guy de Maupassant, Anatole France, The Old and New Testament, Tagore, Rainer Maria Rilke, Cesar Vallejo, Paul Verlaine, Heinrich Heine, Prosper Merimee, and Edmond Rostand

"Heroism": Homer, Old Testament, Two Medieval Myths edited by Norma L. Goodrich, Shakespeare, Prosper Merimee, Tyrtaeus of Sparta, Hugo, and Tolstoy

Complementary Volumes: Human Weakness/Reality and Illusion--\$2.60
The Search for Wisdom--\$2.60
Three Novels of Social Concern--\$3.96
Teacher's Guide for all three complementary volumes--\$2.96

Eleventh Grade: American Literature

Core Volume--\$5.56; Teacher's Guide--\$5.56

"The American Puritan Attitude": Arthur Miller, Hawthorne, Cotton Mather, Increase Mather, Nathaniel Ward, Thomas Shepard, Mary Rowlandson, Jonathan Edwards, Robert Lowell, and Edwin Arlington Robinson

"The American Idealism": Emerson, Thoreau, William Cullen Bryant, Holmes, Longfellow, Abraham Lincoln, Whitman, Dickinson, Edna St. Vincent Millay, Sandburg, Frost, Gwendolyn Brooks, Cummings, Countee Cullen, Willa Cather, and Thornton Wilder

"The American Social Conscience": Twain, Edwin Markham, Archibald MacLeish, Vachel Lindsay, Booth Tarkington, Dorothy Parker, William Saroyan, James Agee, and James Baldwin

Complementary Volumes: The Desire for Success/The Darker Spirit--\$3.64
The Modern Quest for Identity--\$2.60
Three Novels--\$3.64

Teacher's Guide for Complementary Volumes--\$2.96

Twelfth Grade: English Literature

Core Volume--\$5.56; Teacher's Guide--\$5.56

"The Tale": Geoffrey Chaucer, W. Somerset Maugham, Graham Greene, James Joyce, and Joseph Conrad

"Tragedy": Sophocles, William Shakespeare, and Emily Bronte

"Poetry I": Medieval Ballads, Michael Drayton, John Lyly, Sir Philip Sidney, William Shakespeare, Ben Jonson, John Donne, John Fletcher, Robert Herrick, George Herbert, Edmund Waller, John Milton, Sir John Suckling, Richard Lovelace, Andrew Marvell, and Thomas Gray

"The Epic": Beowulf and Books I, II, IX, and X of Paradise Lost

"Poetry II": Blake, Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Hardy, Hopkins, Housman, Yeats, John Masefield, Wilfred Owen, T. S. Eliot, W. H. Auden, Dylan Thomas, Henry Reed, Ted Hughes, and Philip Larkin

Complementary Volumes: Satire--\$2.60
Social Comedy--\$3.64
Two Novels--\$3.64

Teacher's Guide for Complementary Volumes--\$2.96

On all orders of five copies or more, there is a 25% professional discount. Transportation charges are additional.

Volumes for the seventh and eighth grade are in preparation. The core volume for the ninth grade program should be ready in September 1969; the companion volumes will follow in 1970. For further information or sample inductive lessons write: Promotion Manager; Noble and Noble, Publishers, Inc.; 750 Third Avenue; New York, N. Y. 10017. (Sample lessons are available for: 10th grade, "Three Pages from a Sportsman's Book" by Guy de Maupassant; 11th grade, The Crucible by Arthur Miller; and 12th grade, Shakespeare's Sonnet 73.)

22. Materials on the Inductive Teaching of English

a. Four films designed for in-service and pre-service classes are available from Noble and Noble on either a rental (\$25.00 per week per film) or sale (\$200.00 net per film) basis. Each film is based upon one lesson in the Carnegie Program in Literature and Composition and is designed to show how the inductive method works in an unrehearsed classroom situation. The films (each about 55 minutes in length) are divided into segments so that they may be stopped for viewer discussion. Suggested discussion questions are given in a guide which accompanies the films. Titles for the films are:

Film 1: The Teaching of Language: Dictionaries and Definitions
(Erwin Steinberg, Chairman)

Film 2: The Teaching of Fiction: "The Lottery" by Shirley Jackson
(Lois Josephs, Chairman)

Film 3: The Teaching of Poetry: Shakespeare's Sonnet 73
(Beekman Cottrell, Chairman)

Film 4: The Teaching of Composition: A Composition on Macbeth
(Robert Slack, Chairman)

Persons interested in obtaining these films should write directly to Noble and Noble, 750 Third Avenue, New York, N. Y. 10017. When ordering for rental it is suggested that both preferred and optional receiving dates be given and that a minimum of two weeks be allowed from the date of receipt of the order.

b. "The Inductive Teaching of English" (English Journal, vol. 55 [February 1966], 139-157) is a good source of information on the philosophy of inductive teaching on which the Carnegie Curriculum is based. This article, prepared by Erwin R. Steinberg, Project Supervisor; Robert C. Slack, Project Director; Beekman W. Cottrell, Curriculum Associate in English; and Lois S. Josephs, Curriculum Associate in English, not only discusses the methods of inductive teaching but includes sample lesson plans on language, literature, and composition. A reprint of this article is available from the National Council of Teachers of English, Stock No. 09109, 10 copies for \$2.00. (Available on quantity basis only.)

23. ED 018 676

Dykstra, Gerald. Teaching English as a Second Language Materials Development Center: An Investigation of New Concepts in Language Learning. 1967. EDRS Price: MF-\$5.25 HC-\$64.65. 1,287pp.

The Teaching of English as a Second Language Materials Development Center was created to initiate and experiment with the development of teaching materials that would make use of untried, but significant, language teaching concepts. These concepts were applied in a project for producing and trying out instructional materials designed for the first three years of school and intended as a common core of materials for a wide range of language backgrounds. The underlying assumption used for the development of these materials was that nonpredictable, purposeful communication can be incorporated into instructional materials for the early stages of second or foreign language learning, which is a departure from the usual pattern-practice form of instruction. The nonpredictable, purposeful communication was to be accomplished by having the student participate in a situation that has a more demanding purpose than language practice and that can be accomplished only by the application of newly learned language forms in ways that are not predictable by his hearers. The hearers are required to respond overtly to the speaker's linguistic signals by selecting one of a range of potential responses. The four appendices to the report contain 150 communication activities, playlets and improvisations, songs, and physical education activities. As a result of internal appraisal of the developed materials and tryouts in the United States and in other countries, it was determined that nonpredictable, purposeful communication can be incorporated into instructional materials at primary grade levels and that taking children into early functional use of the language can be pedagogically useful. This report includes the four appendices.

FLORIDA STATE UNIVERSITY

Dwight L. Burton, Director

24. ED 020 934

Burton, Dwight L., and others. The Development and Testing of Approaches to the Teaching of English in the Junior High School. Final Report. 1968. EDRS Price: MF-\$0.75 HC-\$7.30. 144pp.

The primary objective of the Florida State University Curriculum Study Center in English was to identify guidelines for the teaching of English in junior high schools. Three curricula were developed using (1) the tri-component approach, (2) the thematic literature-centered approach, and (3) the cognitive processes approach and were used for three years with 1,000 junior high school students who were then tested and compared to control groups. Results indicate that differences in student achievement and responses in the three experimental curricula were not significant, although the tri-component curriculum was more effective in producing certain kinds of language skills and was superior to the miscellaneous control curricula. Conclusions of the study are that an organized approach to teaching English is important, that a structured curriculum does not guarantee effective student performance, and that teacher behavior has a critical effect on student performance. It is recommended that future research focus on the teacher as well as on subject matter. (Appendices are not included with this report. Selected and revised materials developed by the Center are scheduled for publication by the Silver Burdett Company.)

GALLAUDET COLLEGE

Harry Bornstein, Director

25. Stokoe, William C., Jr., and others. Generating English Sentences. Volumes 1-4 and Tests. 1967-68.

These texts on constructing effective English sentences are designed for secondary students who do not often hear standard dialects--e.g., the deaf, the disadvantaged, or the speakers of English as a second language. Transformational-generative grammar is used to describe the structures and operations that the student most needs. Lessons, supported by more than 250 exercises, deal progressively with phrase structure and transform rules for devising sentence patterns which utilize: (1) nominal fields containing pronouns or nouns, (2) transitive and intransitive verbs, direct and indirect objects, adverbs and adverbial fields, (3) verb combinations, (4) tenses of "be," used variously as a linking, describing, auxiliary, or intransitive verb, (5) adverb and adjective fields and the active and passive voice, (6) compound elements, and (7) adjective, adverb, or noun clauses. This course of study (in four volumes), together with a portfolio of pre- and post-tests to measure student achievement, may be obtained for \$16.00 from the Gallaudet College Bookstore, 7th and Florida Avenue, N.E., Washington, D. C. 20002.

UNIVERSITY OF GEORGIA

Rachel Sutton and Mary Tingle, Directors

26. ED 026 364

Gregory, Emily, Ed.; Tingle, Mary J., Ed. Foundations for a Curriculum in Written Composition, K-6. EDRS Price: MF-\$1.00 HC-\$12.60. 250pp.

Background information on the composition curriculum is given in this book. Specific subjects covered include the theoretical basis, objectives, and structure of the curriculum in written composition for grades K-6; the contributions of anthropology, sociology, and psychology to the understanding of language; the structure of English; and the process of composing. Contributors are Rachel S. Sutton, Emeliza Swain, Wilfrid C. Bailey, Raymond Payne, John M. Smith, Jr., Emily B. Gregory, Dorothea McCarthy, William J. Free, Jane Appleby, and Sue Cromartie.

27. ED 026 365

Use of Literary Models in Teaching Written Composition, Grades K-6. EDRS Price: MF-\$0.75 HC-\$7.40. 146p.

This compilation of resource materials for the teaching of written composition in grades K-6 is based on the assumptions that the desire to write frequently results from the enjoyment and stimulation derived from reading what another has written; that children's literature offers the pupil contact with master writers; and that this contact may be systematically encouraged and developed by the teacher. Chapter 1 explains the function of structure in written composition. An extensive second chapter cites and discusses 15 children's literature selections divided among units for two educational levels (K-3 and 4-6) and for advanced students. Children's expected achievement levels, objectives, and suggested learning experiences are given for each selection. Chapter 3 contains two illustrations of the use of literary models: the first illustration presents 12 sample lessons for fifth-grade children, and the second is comprised of items from a test on understanding figurative language used experimentally with 145 sixth-grade children. An annotated bibliography of books for children concludes the volume.

28. ED 026 366

A Curriculum in Written Composition, K-3: A Guide for Teaching. EDRS Price: MF-\$1.25 HC-\$15.50. 308p.

This teaching guide for written composition in grades K-3 contains (1) a statement of objectives for a curriculum in composition, (2) sequence charts which relate subject content for each grade to basic understandings about composition, (3) illustrations of ways in which the ordinary experiences of children can become the bases for compositions, and (4) units for teaching specific skills. The units for each of the four grades are "Structuring a Composition," "Paragraph Development," "Informal Correspondence: Personal Letters," "Formal Correspondence: Business Letters," "Stories and Plays," "Poetry as a Writing Form," "Factual Reporting," "Definition," "Figurative Language," "The Dictionary," "History of the English Language," "Morphology," "Sentence Structure," and "Usage and Dialect."

29. ED 026 367

A Curriculum in Written Composition, 4-6: A Guide for Teaching. EDRS
Price: MF-\$1.25 HC-\$16.45. 327p.

This guide for teaching composition in grades 4-6 contains (1) objectives for a curriculum in written composition, (2) sequence charts which relate subject content for each grade to basic understandings about composition, (3) illustrative learning experiences, and (4) units for teaching specific skills. The units for each grade are "Structuring a Composition," "Paragraph Development," "Informal Correspondence: Personal Letters," "Formal Correspondence: Business Letters," "Stories and Plays," "Poetry as a Writing Form," "Factual Reporting," "Definition," "Figurative Language," "The Dictionary," "History of the English Language," "Morphology," "Sentence Structure," and "Usage and Dialect."

30. ED 026 368

Research in Cognate Aspects of Written Composition. EDRS Price: MF-\$0.50
HC-\$4.80. 94p.

This volume contains 10 reports of research designed to study the mind of the child and the effects of sequence and process of learning on elementary school children and their writing. Specific purposes, procedures, conclusions, and needed further research are indicated for three studies on the process of written composition, four studies on language structure, and three on teaching methods. A discussion of research in progress is included.

HUNTER COLLEGE--BILINGUAL READINESS

Mary Finocchiaro, Director
Paul King, Director

31. ED 012 903

Finocchiaro, Mary. Bilingual Readiness in Earliest School Years: A Curriculum Demonstration Project. 1966. EDRS Price: MF-\$0.50 HC-\$6.30. 124pp.

A two-year experimental program to develop "bilingual readiness" was undertaken in kindergarten and first grade classes in New York City. Two public schools, one in a poverty area and one in a middle class area, were chosen for the study. Efforts were made to choose six kindergarten and six first grade classes composed of equal numbers of Negro, Spanish-speaking, and "other" children. General ability and intelligence were not considered. Every day for 15 minutes a teacher bilingual in Spanish and English visited the classrooms and presented specially prepared materials using Spanish about 65 percent of the lesson time. The children were encouraged to respond in both languages and the Spanish-speaking children were also encouraged to participate as "informants" and to act out stories in Spanish. The curriculum stressed verbal interaction and stimulation in both languages. Stories, songs, games, dances, and audiovisual aids (puppets, realia, etc.) were used extensively. The regular classroom teacher was shown how material presented in the "bilingual" class could be coordinated with regular classwork. The results of the study indicated that there was greater acceptance by the children and their parents of second language learning. The Spanish-speaking children acquired greater self-confidence and cultural awareness. Appended to this report are numerous sample lessons and lesson plans.

HUNTER--GATEWAY ENGLISH

Marjorie B. Smiley, Director

32. ED 003 081

Smiley, Marjorie B. Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. 1965. EDRS Price: MF-\$0.25 HC-\$2.45. 49pp.

English curriculum materials (Gateway English) developed for use with seventh-grade disadvantaged students were informally evaluated. The experimental materials included (1) teaching manuals, (2) daily lesson plans, and (3) project English materials selected to promote development of speaking, listening, and viewing habits. Materials were designed for use with students who averaged 1 to 1 1/2 years below national or regional English and reading norms. The materials were used by teachers in 12 New York City junior high schools which serviced the disadvantaged. Reactions to the materials were solicited from parents, teachers, pupils, and language arts consultants. Pupil reactions were also observed. Parent reactions were too fragmentary to permit firm conclusions. Generally favorable reactions were expressed by the teachers of the disadvantaged and the pupils themselves. Human relations themes introduced by the materials were observed to be useful for improving classroom interpersonal behavior. Findings were used to determine requirements for revision and subsequent development of eighth- and ninth-grade materials.

33. ED 015 203

Marcantante, John J. Gateway English: Identification and Image Stories (A Guide for Teachers). 1964. EDRS Price: MF-\$0.50 HC-\$4.75. 95pp.

The identification story is an original, or adapted, teacher-prepared tale in which students are cast, always sympathetically. The image story is written by the teacher for a class, small group, or individual in an attempt to cast each student in a positive image the student prefers. The student-created anthology is a booklet of fictional or true narratives and autobiographical sketches written by students and used, with their permission, as one of the reading texts. These three devices for teaching retarded readers are described and illustrated in this guide. They are offered as possible aids within a total reading program, not as the sole components of such a program. Step by step explanations of the preparation, use, evaluation, and sharing of these devices are provided. The necessity for the teacher to know and understand each child is stressed, but the teacher is cautioned to avoid assuming the role of psychologist. Classroom-tested sample materials are included to illustrate, for possible experimental use, materials popular with students and to encourage teachers to compose and adapt their own reading materials.

34. ED 020 445

Potter, Robert R. Developing Original Materials in Reading (A Guide for Teachers). EDRS Price: MF-\$0.50 HC-\$4.35. 85pp.

Guidelines for the preparation of original instructional materials for disadvantaged youth are presented. The teacher should begin with a clear statement of purpose and should be guided by the observed needs, interests, experiences, and capabilities of the children for whom the materials are intended. The materials should be readable in terms of the stated purpose rather than in terms of readability formulas. Decisions on vocabulary load, sentence length, and complexity should depend on the teacher's own judgment and the children's verbal experience. Illustrative teacher-made and pupil-made materials are grouped according to purpose. The first group consists of five true stories about the world and people with whom the disadvantaged child can identify. The second group of materials dwells on school and systemwide themes and integrates the prescribed content with needed skills. Samples of student compositions constitute the third group of materials designed to personalize instruction in composition. Materials which provide practice in specific reading skills and exposure to varied literary forms are presented. A bibliography is included.

35. Macmillan Gateway English: A Literature and Language Arts Program.

The Hunter Gateway English materials are designed primarily for educationally deprived urban children--the underachievers and the educationally disadvantaged--a great many of whom are minority group members of average and superior intelligence. The assumptions of the Gateway staff in developing these materials for "inner city" children were that (1) "All youngsters, whether reading on grade level or one or two years below it, will respond to good literature which expresses problems and ideas of relevance to them, as well as to truths (whether set in realistic framework or in myth and legend) which they recognize as valid." (2) "Increased interest in what is read will lead to desire for increased skills." (3) "If encouraged to express themselves, students will welcome opportunities to do so, orally and in writing." (4) "Emphasis on correctness may well be deferred until students are expressing themselves with directness, honesty, and a real desire to communicate their ideas to others both in speech and in writing." A major emphasis of the program is on the inductive method of teaching, the use of audiovisual aids, and on the integration of language arts activities and the student's reading.

Materials for estimated reading levels grades 5-7, 6-8, and 7-9 (in part) are now available directly from the Macmillan Company. Each level includes four literature anthologies; a two-record set of recorded songs, poetry, and prose to accompany the anthologies; a teacher's manual providing complete lesson plans and related activities for an entire school year's program; and a student's manual containing detachable worksheets for each unit. The following titles are available:

Level I: estimated reading level fifth through seventh

A Family Is a Way of Feeling.....	110pp.	\$ 1.40
Stories in Song and Verse.....	83pp.	1.32
Who Am I.....	117pp.	1.40
Coping.....	100pp.	1.36
Teacher's Manual.....	314pp.	3.00
Student's Manual.....	88pp.	1.00
Accompanying record set: <u>Poetry and Song</u>		10.00

Level II: estimated reading level sixth through eighth

Striving.....	173pp.	\$ 1.72
Creatures in Verse.....	103pp.	1.40
Two Roads to Greatness.....	175pp.	1.72
A Western Sampler.....	191pp.	1.80
Teacher's Manual.....	303pp.	3.00
Student's Manual.....	184pp.	2.00
Accompanying record set: <u>Poetry, Song & Speech</u>		10.00

Level III: estimated reading level seventh through ninth

People in Poetry.....		\$ 1.84
Rebels and Regulars.....		2.16
Something Strange.....(tentative price).....		2.16
Ways of Justice.....(tentative price).....		2.00
Accompanying record set.(tentative price).....		13.50

The projected publication date for the last two books and the accompanying manuals (no prices available) is September 1969. The records are scheduled for April 1970.

Persons interested in purchasing the above materials should write to:

Macmillan Company
60 Fifth Avenue
New York, New York 10022

UNIVERSITY OF ILLINOIS

ISCPET

Illinois State-Wide Curriculum Study Center
in the Preparation of Secondary School English Teachers

J. N. Hook, Director
Paul H. Jacobs, Associate Director
Raymond D. Crisp, Research Associate

36. ED 016 661

Crisp, Raymond D., ed. Current Research in English Teacher Preparation: A First Report. 1968. EDRS Price: MF-\$0.25 HC-\$1.25. 23pp.

This bulletin reports on current and completed research projects, both in progress and completed, of ISCPET. Following an introduction which explains ISCPET and its concerns, the special research studies presently under investigation are briefly described. Abstracts--noting investigator, purpose, method, results, and conclusions--are provided for the seven completed projects: (1) Report on the Teaching of English in Illinois Public High Schools, (2) The Teaching of English in Grades Seven, Eight, and Nine in the State of Illinois, (3) The Value of the Classics as an Elective in College Courses for the English Major Who Intends to Teach in High School, (4) An Experimental Study of the Development of Critical Thinking Skills of High School English Teachers Enrolled in a Methods Course, (5) A Curricular Study Concerned with the Process and the Product of an English-Education Course and Its Effects upon Experienced English Teachers' Abilities to Think Critically, (6) An Evaluation of Oral Interpretation as a Part of the Professional Preparation of Secondary School Teachers of English, and (7) A Study of the Effect upon the Teaching Effectiveness of English Teachers of the Reorganization of the Literature Component of a Teacher-Training Curriculum.

37. ED 019 257

Crisp, Raymond D., ed. Issues in the Preparation of Teachers of English. 1967. EDRS Price: MF-\$0.25 HC-\$2.45. 47pp.

Texts of selected addresses presented by representatives of ISCPET at the 1967 Conference on English Education and two papers relevant to issues in the preparation of English teachers are reprinted in this collection. The Conference addresses, which explore five issues regarding the content of the discipline of English and its effect upon teacher preparation, are (1) "What Grammar(s)--and Why?" by Justus R. Pearson, (2) "What Literature--and Why?" by John S. Gerrietts, (3) "What Composition--and Why?" by Margaret M. Neville, (4) "Why Make Them Talk Alike?" by A. L. Davis, and (5) "What Fifth-Year Programs--and Why?" by James F. McCampbell. Paul H. Jacobs' description of ISCPET's purposes and programs provides a background for the addresses, and a paper by J. N. Hook, "The State of Teacher Preparation Programs in English," summarizes the major issues in the field.

38. ED (See Dec. 69 RIE) TE 001 481
 Crisp, Raymond D., Paul H. Jacobs, and J. N. Hook. KWIC-Index Bibliography of Selected References on the Preparation of Secondary School English Teachers. 1969. EDRS Price: MF-\$0.75 HC - not available from EDRS. 144p.

This 906-item bibliography explores the possibility of using a Key-Word-in-Context (KWIC) Index on references in English Education. Although the emphasis of the bibliography is on English teacher preparation, a few items appear on areas such as grammar, rhetoric, and usage, primarily to explore the subject index. The references in the bibliography are listed sequentially by an accession number, and access to those items is by way of the KWIC-Index or Author Index.

39. Hook, J. N., Paul H. Jacobs, and Raymond D. Crisp. Illinois State-wide Curriculum Study Center in the Preparation of Secondary School English Teachers. (Final Report). 1969.

Professors of English and of Education in twenty Illinois colleges and universities cooperated in a five-year study designed (1) to improve their own programs for the pre-service and in-service preparation of teachers of secondary school English, (2) to conduct research on specialized aspects of English teacher preparation, and (3) to disseminate the results to the profession. Thirty-three specialized research studies are summarized in this ISCPET final report, which also details the ways in which the work of the center was conducted. Among ISCPET's recommendations are these: (1) use of "Qualifications of Secondary School Teachers of English: A Final Statement" by a standing committee from English and Education in each institution to examine and revise as needed the English teacher preparatory program; (2) use of ISCPET forms A-F and, when available, the Illinois Tests in the Teaching of High School English to provide continuing evaluative information; (3) use of What Every English Teacher Should Know with prospective teachers; (4) careful scrutiny and perhaps revision of in-service and graduate programs to make them maximally useful to teachers; (5) greater emphasis on preparation in English language, with minimum requirements being history of the English language and modern English grammar; (6) at least one and preferably two courses in advanced composition, with attention to both expository and nonexpository forms; (7) a course in remedial and developmental reading; (8) attempts to cope with possible deficiencies in literary preparation, such as applied criticism, background materials, and literature for young people; (9) basic speech plus oral interpretation of literature; (10) some attention to the needs of teachers of special groups such as slow learners and the disadvantaged; (11) a special English methods course--not just general methods--to include in addition to the usual components critical thinking and use of audio-visual aids; (12) carefully chosen supervisors of student teachers.

#36, #37, and #38 may be obtained from Raymond D. Crisp, College of Education, Univ. of Illinois, Urbana, Illinois 61801. #39 may be obtained from Dr. J. N. Hook, Dept. of English, University of Illinois, Urbana, Illinois 61801.

SPECIAL RESEARCH STUDIES AVAILABLE FREE OR ON LOAN FROM THE AUTHOR

40. ED (See Oct. 69 RIE) TE 001 445
Crisp, Raymond D. The Professional Competency of Illinois Secondary School English Teachers: A Report of the Self-Evaluations of Experienced Illinois Secondary School English Teachers. 1968. EDRS Price: MF-\$0.25 HC-\$3.15. 61pp.

This study was designed to determine (1) how experienced secondary school English teachers evaluate themselves in knowledge of English and in English teaching abilities, and (2) the relationships among this self-evaluation, number of years of teaching experience, and college degrees. In mid-November, 1967, the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers sent their "Self-Rating Scale for Experienced English Teachers" (Form G) to 600 randomly selected Illinois teachers. On the basis of the forms returned (57%), the conclusions were that (1) teachers with more teaching experience tended to rate themselves higher than those with less experience, (2) teachers with master's degrees rated themselves higher than those with bachelor's degrees, (3) secondary teachers generally considered themselves "good" in professional competency, with their strongest category being "Knowledge and Skill in Teaching English," especially reading. An examination of these self-evaluations indicates a need for adding courses to the teacher preparation curriculums and for making available more inservice education programs.

41. ED (See Oct. 69 RIE) TE 001 354
Crowell, Michael G. An Experimental Study of the In-Service Preparation of Secondary School English Teachers in Transformational Grammar. 1969. EDRS Price: MF-\$0.25 HC-\$1.00. 18pp.

This study was undertaken at Knox College (Galesburg, Illinois) to explore the effectiveness of one way of preparing in-service teachers in transformational grammar. The method involved two phases: (1) the training of four high school English teachers, in one school district, in transformational grammar, and (2) the production of a series of introductory lectures for all district English teachers of grades 7-12. Training in the first phase was intensive, involving outside reading and 10 two-hour sessions. At the end of the seminar, each teacher taught a unit in transformational grammar and was video-taped teaching part of the unit to one class. The second phase was made up of four one-hour lectures and was meant to provide only a very general picture of the material. Effectiveness of the program was measured by pre- and post-tests for seminar participants and by questionnaires distributed to all teachers attending the second-phase lectures. The intensive in-service education course was judged successful, but the lecture series, although beneficial, was considered generally inadequate. (Appendices include the test and reading list for the seminar.) Copies of this report may be obtained free or on loan from Michael Crowell, Department of English, Knox College, Galesburg, Illinois 61401.

The Special Research Studies in this section which have not yet been given EDRS prices will not be available from ERIC until early 1970. Write to NCTE/ERIC for information.

42. Davis, A. L. American Dialects for English Teachers.

Since few current programs for the training of secondary school English teachers include an organized study of American dialects, this project prepared materials for a "unit" on dialects which could be used by an English education instructor as part of his course in the English language or in methods of teaching English. Suggestions are given as to what might be done in dialectology in a one-, two-, three-, or four-week period and an annotated bibliography on several areas of linguistics, including American English dialects is included. Taped samples of adult and child speech illustrative of social dialects can be obtained on loan from Professor Davis. Articles included in the report are: (1) "The Study of Dialects" by Louanna Furbee, (2) "Speech Samples of Disadvantaged Children" by Louanna Furbee, Emily Pettigrew Norris, and Dagna Simpson, (3) "Abbreviated Check-List" by A. L. Davis, (4) "Historical, Regional, and Social Variations" by Raven I. McDavid, Jr., (5) "Problem Areas in Grammar" by William Card and Virginia McDavid, and (6) "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr. (Copies of this report are available free or on loan from A. L. Davis, Illinois Institute of Technology, Center for American English, 3300 South Federal, Chicago, Illinois 60616.)

43. ED (See Nov. 69 RIE) TE 001 473
 Davis, A. L. Recordings of Standard English in the United States and Canada. 1969. EDRS Price: MF-\$0.25 HC-\$1.75 33pp.

This study involved the preparation of a set of 32 tape recordings of speakers of standard regional varieties of English in the United States and Canada, and the preparation of descriptive materials to accompany the tapes. Each tape includes (1) replies to 237 items based upon the pronunciation items of the "Linguistic Atlas of the United States and Canada," (2) minimum contrast sets, (3) a reading of "Arthur the Rat," and (4) a passage of spontaneous speech. These tapes may be used by scholars for studying the regional standards of spoken English or by high schools and colleges to illustrate variations in spoken English. Speakers from the following states and provinces were taped: Alabama, California, District of Columbia, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, New York, Pennsylvania, South Carolina, Tennessee, Texas, Utah, British Columbia, Manitoba, New Brunswick, Nova Scotia, Newfoundland, and Ontario. Copies of the tapes will be made available at cost to institutions and scholars from the Illinois Institute of Technology, Chicago. (A copy of the questionnaire used to elicit replies comprises approximately half of this report, and a one-page catalog of the tapes is included.)

44. ED (See Nov. 69 RIE) TE 001 355
 Eisemann, Carl. A Study of the Use and Feasibility of Video-Tape Techniques in the Preparation of Secondary School English Teachers. 1969.
 EDRS Price: MF-\$0.25 HC-\$0.60. 10pp.

This study attempted to determine the feasibility of preparing and using video-tapes in a small college in connection with the preparation of prospective secondary school English teachers. At Knox College the teaching sessions of an experimental group of five student teachers were video-taped and their teaching effectiveness was compared with that of five student teachers whose sessions were not taped. Although statistical tests were not performed on the data to determine significance, an examination of course grades, the supervisor comments, and self-evaluations indicated that video-taping techniques did help students perform slightly better in student teaching. In a second part of the study, three college professors were video-taped presenting a model demonstration in teaching certain concepts. The use of the tapes for adaptation to secondary school English classrooms and for discussion purposes in the methods class indicated that even though the tape utilizing a professor as a teacher model has been used with some success in methods classes, the general principle of adapting college teaching techniques and approaches for use in secondary school classrooms is not advised. (This report may be obtained free or on loan from Carl Eisemann, Knox College, Galesburg, Illinois 61401.)

45. ED (See Sep. 69 RIE) TE 001 392
 Emig, Janet A.; and James F. McCampbell. Master of Arts in the Teaching of English Programs: A Directory. 1968. EDRS Price: MF-\$0.75 HC-\$6.50.
 128pp.

Over 100 colleges in 38 states offering programs leading to the degree of Master of Arts in the Teaching of English are listed in this directory. For each program, information is provided on admission requirements, program content, teaching activities involved, minimum time required to obtain the degree, usual number of students in the program, financial aid available, and application deadline. An address for further inquiries is given with each entry. Appendices include sample questionnaires used to obtain the above information. (Copies of this report may be obtained free or on loan from Janet A. Emig, Graduate School of Education, Univ. of Chicago, 5835 S. Kimbark Avenue, Chicago, Illinois 60637.)

46. Emig, Janet A., and James F. McCampbell. A Comparative Study of Two Illinois Master of Arts in the Teaching of English Programs.

In this study graduates of the Master of Arts in the Teaching of English programs of Northwestern University and the University of Chicago were compared. A questionnaire was designed to obtain the graduates' attitudes and opinions of the adequacy of their programs, and teaching sessions were tape recorded and analyzed for teaching behavior unique to a given MATE

program. Results showed that graduates of both programs found their preparation for teaching adequate. No significant differences in teaching behavior were found. The study recommends that further research be made in this area, with far more graduates involved, with more teaching sessions held, and with better means of observation and evaluation conducted. (Copies of this report may be obtained free or on loan from Janet A. Emig, Graduate School of Education, University of Chicago, 5835 S. Kimbark Avenue, Chicago, Illinois 60637.)

47. ED 016 657

Fernandez, Thomas L. An Evaluation of Oral Interpretation as a Part of the Professional Preparation of Secondary School Teachers of English. 1967. EDRS Price: MF-\$0.25 HC-\$0.75. 13pp.

This study was designed to ascertain whether or not the development of skills in oral interpretation is a valid objective in the preparation of secondary school teachers of English. The questionnaire which served as the basic instrument of the study solicited responses from college professors of speech and of English and from secondary school teachers of English. Results of the study indicated that oral expression is a subject of interest and concern to those engaged in teaching English at the secondary level. This group of teachers supported the development of skills in oral interpretation as an objective of teacher education programs. Moreover, skill in reading aloud was deemed a helpful tool for secondary English teachers by the majority of the respondents to the survey, regardless of the respondent's subject field and the educational level at which he taught. (A copy of the questionnaire utilized in the survey is attached to the report.) Copies of this report are available free or on loan from Thomas L. Fernandez, Vice President for Student and Academic Services, Emory University, Atlanta, Georgia 30322.

48. ED (See Oct. 69 RIE) TE 001 469

Fernandez, Thomas L. A Proposed Course in Oral Interpretation for Prospective Secondary School English Teachers. 1969. EDRS Price: MF-\$0.25 HC-\$1.80. 34pp.

Based on the assumption that skill in oral interpretation is essential to effective teaching of high school English, this study sought to describe a one-term course in oral interpretation that would be most compatible with the needs of the prospective secondary school English teacher. Therefore, a conference of speech and English educators (ISCPET Oral Interpretation Curriculum Study Conference, Monmouth College, Illinois, July 24-28, 1968) was called to consider the development of such a course. The recommendations from this conference included a statement of objectives, suggestions for content, recommendations for methods, and a selected bibliography. The proposed course syllabus was tested at three colleges and universities and found to be suitable for the study of oral interpretation. The recommended course can be either adopted entirely by universities and colleges or partially adapted to existing courses or to individual needs. On the basis of the conference and the use of the syllabus, oral interpretation appears to be a valuable part of the preparatory curriculum for prospective secondary school English teachers. (For availability, see #47. See #74 for a related document.)

49. Frogner, Ellen A. A Study of the Responses to the "Language Inquiry."

This study was designed to obtain information about the concepts and attitudes of several different groups toward language. In order to determine attitudes toward language, a Language Inquiry was developed and administered to linguists, college students, and experienced high school English teachers. Part I of the Inquiry consists of 100 statements on language, covering such areas as dialects, standards in using language, style, and structure of sentences. Part II permits a respondent to select statements from Part I on which he would like further discussion. Responses of the linguists were considered to be the "expert opinion," and all other responses were compared to those. The Inquiry was completed by 597 college students, 202 cooperating teachers, 83 recent graduates in the follow-up study, and 10 linguists. Results of the Inquiry showed that the attitudes of college students toward usage conventions such as "Drive Slow," "It is me," and the split infinitive are puristic and show an unrealistic awareness of language. The English majors, along with majors in subjects other than English, displayed this same attitude. Generally, the data indicated that the respondents displayed a lack of depth in background and understanding of the English language. The study recommends that a language course be offered to all prospective secondary school English teachers which will more fully impart the concepts and attitudes of professional linguists. (This report is available free or on loan from Ellen A. Frogner, Humanities Division, English Language & Literature, Southern Illinois University, Edwardsville, Illinois 62025.)

50. ED 019 291

Harris, Joan. Report on the Teaching of English in Illinois Public High Schools. 1968. EDRS Price: MF-\$0.25 HC-\$1.35. 25pp.

This ISCPET study was designed to determine the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools. In the summer of 1965, 500 questionnaires were sent to members of the Illinois Association of Teachers of English, selected by a stratified random sampling process to insure a representative sample of teachers from various sizes of schools. Of this number, 256 returned forms appropriate for use in the survey. The questionnaire contained 25 questions concerning (1) the size and grouping of classes, (2) extra-curricular activities, (3) the teaching of grammar, writing, and literature, and (4) professional preparation. The results of this study seem to indicate that in the preparation of prospective secondary school English teachers there is a need for more courses in grammar, the English language, and writing geared to high school teaching. Further, there is a need for a methods course concerned with teaching English, as opposed to the general methods courses now offered by most colleges. (This report is available free or on loan from Joan Harris, Department of English, Bradley University, Peoria, Illinois 61606.)

51. ED (See Sep. 69 RIE) TE 001 391
 Heissler, John M. A Fact-Finding Survey of the Present Status of the Teaching of English in Grades 7, 8, and 9 in Illinois Schools. 1968. EDRS Price: MF-\$0.25 HC-\$1.75. 33pp.

A fact-finding survey based on a questionnaire answered by 418 Illinois English teachers examined the teaching of language arts in grades 7, 8, and 9 in Illinois. It showed that teachers get very little supervision, that they feel that they need improvement in teaching composition, reading, and the "new grammar," and that composition should be emphasized more than it is. In their preparation, the majority of the teachers had courses in methods but only about half had any preparation in reading methods and in literature for young people. Less than a third had courses in advanced composition. Half held the secondary certificate, and a little more than a third held the elementary. Seventy-one percent held bachelor's degrees; 21 percent, master's; six percent had no degree. About half had majored in English. The survey indicated that there was little interest in in-service or continuing education. Most teachers taught in a departmentalized situation, but there was a rather sizable group who taught in self-contained classrooms. In some instances grade 9 was considered to be a part of the junior high school and in others a part of the high school. At least half of the schools represented had block courses. The results of the survey led to seven recommendations on the teaching of English in junior high school. (The questionnaire is appended.) This report is available free or on loan from Mr. John Heissler, English Department, Illinois State University, Normal, Illinois 61761.

52. Jacobs, Paul H., and William H. Evans. Illinois Tests in the Teaching of High School English.

The purpose of this study was to develop, administer, evaluate, and revise examinations to measure the knowledge and skills needed by prospective teachers in four areas: the English language, written composition, literature, and methods of teaching English. Tests were developed and revised with the assistance of selected high school teachers and specialists in English and English education. The tests were administered to prospective teachers in 12 colleges and were scored by a computerized program which also produced item information and test-score statistics for each test. The test on composition was of special interest in that it was designed to classify teachers in relation to "X-ness" or "Y-ness." An "X" teacher emphasizes the structure of discourse and rhetorical characteristics and believes that a student learns to write by being taught the characteristics of good writing, while a "Y" teacher emphasizes the process of composing and believes that writing skill grows as a result of having experiences in communicating ideas. Test results showed a considerable degree of correlation between "Y-ness" and high scores on the other tests. As a result of both subjective and statistical evaluations, it was concluded that the tests are potentially useful to the profession in assessing the preparedness of beginning teachers of English and in determining guides for in-service education for experienced teachers. (Copies of this report may be obtained free or on loan from Paul H. Jacobs, Department of English, University of Illinois, Urbana, Illinois 61801.)

53. Jacobs, Paul H., and Raymond D. Crisp. The Competency of Illinois Secondary School English Teachers in Educational Measurement and Evaluation.

This study was designed to obtain information about the classroom practices and procedures and the level of competency in educational measurement and evaluation of experienced Illinois secondary school English teachers and to determine the level of competency desirable in beginning English teachers with a bachelor's degree. It was determined by use of a questionnaire and checklist completed by 263 teachers that the majority (40.68%) have taught 10 years or less, over half (55.89%) hold the Master's degree, and over half (53.37%) have had some course work in educational measurement and evaluation, including the construction and use of tests. 63.89% believe that their present knowledge is sufficient for their needs as English teachers. 69.58% believe that a prospective teacher should have substantial training in educational measurement and evaluation. It was also learned that essay and short-answer examinations and the "theme," are the most frequently used means of measurement with "cumulative writing folders" and "informal diagnostic questioning" also being used frequently. 42.21% reported that a standardized English test is administered at their school on a regular basis. Construction and Evaluation of Classroom Tests was the category considered most important for beginning high school teachers. The second two most important categories were Standardized Tests and Uses of Measurement and Evaluation. The findings of this study indicate that a substantial amount of training in educational measurement, beyond what is presently being given, would be very valuable to prospective secondary school English teachers. (Copies of this report are available free or on loan from Paul H. Jacobs, Department of English, University of Illinois, Urbana, Illinois 61801 or Raymond D. Crisp, College of Education, University of Illinois.

54. Judy, Stephen. A Study of the Use of Videotaped Materials in the Training of In-Service and Pre-Service Teachers.

This study produced the following series of videotapes which, in addition to their inherent value, have value as models for what other institutions can do at relatively low cost. The tapes are: (1) Students as Bookmakers (Grade 4); (2) Self-Directions in the Language Arts (Grade 8); (3) Improvisations (Grade 9); (4) Approaches to Remedial Reading (Grades 7-8); (5) "The Skating Rink" (short story, Middle grades); (6) The Third Thing (Middle grades); (7) "Angus and the Ducks" (Kindergarten); (8) Indians--A Somewhat Thematic Unit (Kindergarten); (9) The Free Time (Grade 1); (10) The Music of People (Grade 2); (11) Puppets and Poetry (Grade 2); (12) The Television Review (Grade 8); (13) Our Town (Grade 8); (14) Values in Reading and Literature (lecture); (15) Literature and the Individual (lecture); (16) Language Experience in the Elementary School (lecture); (17) City and Suburb: A Dialogue (discussion); (18) Group Themes with Meaning (lecture); (19) Language, Experience, and the Process of Composing (lecture); (20) ISCPET Demonstration Tape (an expository composite); (21) The Death of English Education (lecture); (22) A Discussion with Harold Rosen (lecture-discussion); (23) Involving Students with Literature (lecture-discussion); (24) A Conversation with Ron Watson (discussion of storefront schools); (25) A Discussion with Andrew Wilkensen (lecture-discussion); (26) Wonder? Writer (TV demonstration concerning preparation in descriptive writing). These tapes are available to interested educators by arrangement with the Northwestern Univ. Curriculum Center in English, 1809 Chicago Ave., Evanston, Illinois 60201.

55. Lindsey, Alfred J. A Program of Professional Readings for Secondary School Teachers of English.

This study was designed to measure the effectiveness of the use of selected professional readings as one basis for the in-service education of secondary school teachers of English who do not have a major in the subject. One hundred teachers completed a survey to measure their attitudes toward forty concepts concerning English teaching before beginning an 8-week in-service course of professional readings. A rating sheet for each of the 20 articles was also completed by each participant. Upon the completion of the readings, the 76 participants who completed the program repeated the survey of attitudes and responded to a second questionnaire designed to measure their intentions to use materials or approaches recommended in the reading and to measure their reactions to the program as a whole. The statistical tabulations of these questionnaires are included in the report. In general, the study suggests that substantial changes in the teaching of secondary English may be affected by a program of carefully selected readings, and it recommends that Illinois universities and other agencies cooperate in conducting in-service programs regularly. (For availability, see #56.)

56. ED (See Oct. 69 RIE) TE 001 449

Lindsey, Alfred J., and Thomas Filson. A Study Involving Development, Teaching and Evaluation of the Results of a Course for Teachers Inservice Devoted to the Practical Application of Linguistics, of Principles of Composition, and of Various Approaches to the Teaching of the Slow Learner. 1968. EDRS Price: MF-\$0.25 HC not available from EDRS. 27pp.

This study was made to discover whether or not teacher ideas and performance could be changed by a short English extension course on principles of composition, practical applications of linguistics, and various approaches to teaching slow learners. In 1965-66, three instructors spent 3 to 4 weeks in each of several schools in Illinois teaching their specialities to 66 junior and senior high school teachers. Before the extension course was taught, teachers completed questionnaires on their beliefs and teaching procedures. Each teacher was interviewed either 1 month or 12 months after completion of the course. The following data were gathered from the interviews: (1) 94% of the teachers claimed a change in teaching performance. (2) 61% claimed a change in thinking. (3) The kinds of changes reported by the teachers, who lacked consensus on the course's main ideas, did not coincide with the main ideas suggested by the instructors. (4) Very few teachers reported any constraints against utilizing the new ideas in their teaching situations. (5) Teachers interviewed after 1 month reported a 91% change in teacher performance; after 12 months they reported a 95% change. (6) An interviewer who was an instructor in the course found more change in teacher performance than did other interviewers. Copies are also available free or on loan from either Alfred J. Lindsey, Jr., English Department, Western Illinois Univ., Macomb, Illinois 61458 or Thomas Filson, Education Department, Univ. of Michigan, Flint, Michigan 48500.

57. McGuire, George K. The Teaching of Reading by English Teachers in Public High Schools: A National Survey.

This study investigated the extent to which high school English teachers teach reading in their English classrooms and the nature and extent of their preparation for teaching reading. Based on the data from completed questionnaires of 912 public school teachers, the report concludes that: (1) The large majority of English teachers feel that the high school should play a major role in the teaching of reading, both remedial and developmental. (2) Though most teachers accept their responsibility for teaching reading, their preparation is sorely inadequate. (3) The preservice preparation for teaching reading has not been increased or improved in recent years, despite the urgent recommendations of various professional organizations, especially the National Council of Teachers of English. (4) Despite their deficiencies in training, many teachers are using recommended practices in reading instruction, but feel themselves least effective in teaching the below-average student. (5) Teachers who have had courses in teaching reading and have had various forms of inservice training rate their effectiveness more favorably than those who are less well prepared. Recommendations for the improvement of teacher preparation in reading, based on the results of this study, are included. (Copies of this report may be obtained free or on loan from George McGuire, Department of Education, Saint Xavier College, 103rd Street and Central Park Avenue, Chicago, Illinois 60655.)

58. ED (See Sep. 69 RIE) TE 001 084
Madsen, Alan L. A Study of Responses of Prospective English Teachers to a Test on Theories of Literary Criticism. 1968. EDRS Price: MF-\$0.50
HC-\$4.90. 96pp.

This study was designed to (1) determine whether prospective English teachers who had taken a course in literary criticism differed significantly from those who had not, and (2) discover what books on critical theory students had read and whether a relationship existed between number of books read and scores on a literary criticism test. A test was developed to measure students' critical vocabulary and their understanding of the theories of the New Criticism, Neo-Aristotelianism, and Archetypal Criticism. It was validated by selecting only those items from an experimental form of the test on which a group of specialists agreed. The test was administered to 262 seniors enrolled in English teacher-training programs at 10 Illinois colleges and universities during 1967-68. Results indicated (1) that undergraduate students who had taken a literary criticism course had a greater, more systematic understanding of critical theory than those who did not; (2) that independent reading had little or no effect on test scores; (3) that a majority of the books read dealt with New Criticism; and (4) that undergraduate courses are more effective in imparting an understanding of critical theory than in conveying a critical lexicon. (The test is included.) Copies of this report may be obtained free or on loan from Alan L. Madsen, College of Education, University of Illinois, Urbana, Illinois 61801.

59. ED (See Nov. 69 RIE) TE 001 472
 Makely, William O. A Comparison of the Teaching Practices of Teachers With and Without Formal Preparation in Linguistics. 1969. EDRS Price: MF-\$0.25 HC-\$1.25. 23pp.

This study attempted to discover what difference was made in teaching practice by the introduction of a course in linguistics into the undergraduate English-education curriculum. Questionnaires were sent to 10 students who had graduated from Roosevelt University (Chicago) prior to January, 1966, with no linguistic training and to 14 graduating after that date who took a required course emphasizing the application of linguistics to teaching language. Questionnaires were also sent to 135 experienced English teachers selected at random from the membership listing of the Illinois Association of Teachers of English. The questionnaires asked the teachers to indicate their use of various approaches to specific grammar teaching problems. These approaches represented the typical viewpoints of traditional, structural, and transformational grammars. In another questionnaire, the Roosevelt University graduates were asked to evaluate their own competence as language teachers. Results of the first questionnaire showed that teachers with linguistic training could make informed choices among the various grammars in response to each problem; those with little training were limited to traditional grammar. The second questionnaire indicated that teachers who had taken linguistics felt more competent as language teachers than those who had not. (This report is available free or on loan from William Makely, Department of English, Roosevelt University, 430 S. Michigan Avenue, Chicago, Illinois 60605.)

60. ED 019 288
 Mary Constantine, Sister, S.S.J. A Curricular Study Concerned with the Process and the Product of an English-Education Course and Its Effects upon Experienced Teachers' Abilities to Think Critically. 1968. EDRS Price: MF-\$0.25 HC-\$1.20. 22pp.

This report describes an inservice training course for 42 teachers in 1965-66 which tested the hypothesis that such a course could improve teachers' abilities to think critically. Guilford's intellect structure model was used to study the operations of the mind and to plan instruction. The experiment was designed to demonstrate that critical thinking demands varied, specific, separable, and measurable abilities. The characteristic feature was alerting teachers to the importance of teaching for thinking, informing them about the operations of the mind, and applying such information to classroom instruction. Various learning activities can be based on the assumptions (1) that thinking is a process, not a result, (2) that a stimulating school atmosphere is a necessary factor for the various skills to be developed, and (3) that the skills of thinking must be the teacher's immediate and continuous objective. The possibility of setting up critical thinking as an integrating principle of instruction was considered. Tests used were the Watson-Glaser Critical Thinking Appraisal and an adaptation of the Dressel-Mayhew Test. Positive but statistically nonsignificant gains were made in both. (Copies of this report are available free or on loan from Sister Mary Constantine, Education Department, Loyola University, Lewis Towers, 820 N. Michigan Avenue, Chicago, Illinois 60626.)

61. ED 019 287

Mary Constantine, Sister, S.S.J. An Experimental Study of the Development of Critical Thinking Skills of High School English Teachers Enrolled in a Methods Course. 1968. EDRS Price: MF-\$0.25 HC-\$1.70. 32pp.

A study at Loyola University (Chicago) tested the hypothesis that "persons aspiring to become teachers of English in high school can be alerted and trained in some of the varied, specific, separable, and measurable skills which are needed for critical thinking and which are relevant to a high school English program, and that this training should have an effect upon the teachers' abilities to think critically." Both an experimental group (fall 1965) and a control group (winter 1966) were exposed to the usual content of the English methods course, except that the experimental group received instruction relative to critical thinking. This latter group also studied the operations of the mind as defined by Guilford, the need for a "cognitive" rather than a "stimulus-response" bias in teaching, and possible methods used within a high school English program to develop skills of critical thinking. The program was evaluated by pre- and post-tests using the Watson-Glaser Critical Thinking Appraisal and an adaptation of the Dressel-Mayhew Test. The differences in performance of the experimental over the control group were positive but statistically nonsignificant. Position papers and questionnaires completed by students in both groups revealed that those exposed to the experimental program had become more aware and appreciative of the value of teaching for critical thinking than had students in the control group. (Copies of this report are available free or on loan from Sister Mary Constantine, Education Department, Loyola University, Lewis Towers, 820 North Michigan, Chicago, Illinois 60626.)

62. ED (See Oct. 69 RIE) TE 001 450

Mary Constantine, Sister. An Experimental Study of the Effects of Short Courses in Speech and in the Art of Questioning upon the Performance of Student Teachers in Secondary English Instruction. 1969. EDRS Price: MF-\$0.25 HC not available from EDRS. 27pp.

This study, conducted at Loyola University, Chicago, tested the effectiveness of two short courses on the performance of student teachers in high school English instruction. Eleven student teachers, during 1965-66, formed the control group which followed the usual teacher training syllabus. Eleven others, during 1966-67, formed an experimental group which reviewed the fundamental principles of a high school speech course, focusing on those elements particularly applicable to teaching high school English, and which participated in a course on the art of questioning in addition to regular course work. Students in both groups were asked to tape record four (one-half hour) lessons in the teaching of one or more literary selections. These tapes were analyzed for teachers' performance in regard to speech and the art of questioning. Statistical analyses of the results revealed no significant differences in the performance of the two groups. Possible explanations for these results may be (1) the complexity of the teaching situation for beginning teachers, (2) insufficient time and opportunity for preparing student teachers in the techniques within the time allotted, and (3) the fact that developing the art of questioning as well as the poise that is needed for proficiency on the part of the teacher demands prolonged practice. (For availability, see #61.)

63. Neville, Margaret M., and Alfred L. Papillon. Advanced Composition in the Preparation of Prospective Secondary School English Teachers.

This study attempted to determine whether beginning English teachers whose program of preparation included the DePaul Special Composition Course would be better prepared to teach English composition than those whose program did not. The DePaul Special Course included a study of the word, the sentence, and the writing of paragraphs and various kinds of long compositions. Students also read pedagogical articles on composition and examined writing by high school students and classmates. Results of the study showed little significant difference between the scores of the DePaul group and a control group of students from Loyola. However, a modest positive result was obtained, since the Loyola students had somewhat higher grade point averages, but were matched by the DePaul group in mean score on the exam. Several suggestions for conducting experimental research in preparing English teachers is included in the report, along with a recommendation that English departments offer special composition courses for future English teachers and that the two instruments developed in the study be standardized: The Examination in English Composition for Secondary School English Teachers and A Scale for Rating Teaching of English Composition. (Copies of this report may be obtained free or on loan from Margaret M. Neville, Department of English, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604.)

64. Pearson, Justus R., Jr., and James R. Reese. Project Grammar: The Linguistic and Language Preparation of Secondary School Teachers of English.

The purposes of this study were: (1) to determine what linguistics and grammar courses were being taught in colleges and universities in the United States during the mid-1960's, (2) to explore the assumption that a prospective secondary school English teacher should have a detailed knowledge of at least two systems of grammar, (3) to attempt to determine which two systems of grammar these should be, and (4) to explore the relationships of various competing systems of grammar. The basic information for the study was obtained from questionnaires completed by 663 English and education department chairmen and 333 linguistic and English language instructors. Additional information was obtained from interviews with students, teachers, curriculum specialists, and linguistics and language specialists. The statistical results of the study are included in the report. The study revealed near unanimity on one point: the present language preparation of most English teachers is grossly inadequate. However, there was disagreement concerning whether the emphasis should be placed on structural, transformational-generative, tagmemic, or traditional-school grammar. Moreover, some respondents favored a broadly conceived preparation in all phases of language, while others preferred a narrow but intensive grammatical analysis. Three experimental courses taught at Illinois Wesleyan as part of this study seem to show that it is possible to incorporate in three tightly organized courses the basic information a prospective teacher needs concerning the English language. (Copies of this report may be obtained free or on loan from Justus R. Pearson, Department of English, Illinois Wesleyan University, Bloomington, Illinois 61701.)

65. Pennington, Donald R. A Nation-Wide Survey of the Supervision of English Student Teaching in Colleges and Universities.

This study was designed to determine current practices relating to the supervision of secondary school English student teachers. Data was obtained from 465 colleges and universities on the terms used in describing student teaching programs, the logistical arrangements involved in actual supervision, the selection of and requirements for cooperating teachers and student placements, and attitudes toward the role of the college supervisor. The study concludes that the success of the neophyte teacher depends largely upon his personality traits, rather than upon his skills and knowledge of English and the teaching of English acquired through his preparatory program. Other important factors are the helpfulness of the cooperating teacher in providing opportunities for meaningful experiences and the actual teaching ability of the cooperating teacher. (This report is available free or on loan from Donald Pennington, Department of English, Greenville College, Greenville, Illinois 62246.)

66. ED 019 286

Peterson, Erling W. A Study of the Effects upon the Teaching Effectiveness of English Teachers of the Reorganization of the Literature Component of a Teacher-Training Curriculum. 1967. EDRS Price: MF-\$0.25 HC-\$1.45. 27pp.

This study was an attempt to determine whether a change in curriculum from a period to a genre approach in the North Central College English Department resulted in teachers better prepared to teach. Evaluations from school supervisors were used to determine successful teaching. While insufficient evaluations of graduates under the earlier curriculum plan were obtained for any conclusive findings on the hypothesis, it did appear that the change had had at least no deleterious effect on teachers prepared at the school. An evaluation of their college preparation by the teachers involved in the study did indicate that a shift to the genre approach must include all genres if it is not to result in gaps in teacher effectiveness as seen by the teachers. Ancillary to the main study, it was discovered that rank in class and general mental ability correlated positively with teaching effectiveness as evaluated by supervisors, while overall and English grade-point averages were close to zero or were negative in correlation. Principal value of the study was in revealing the need for more refined evaluative instruments and for a larger population. This study is being used, consequently, as a pilot for a larger ISCPET study involving five Illinois schools and incorporating the experiences and findings. (This report is available free or on loan from Erling W. Peterson, Department of English, North Central College, Naperville, Illinois 60540.)

67. ED (See Nov. 69 RIE) TE 001 480
 Peterson, Erling W. A Study of the Effects Upon the Teaching Effectiveness of English Teachers of the Organization of the Literature Component of Teacher Training Curricula. 1969. EDRS Price: MF-\$0.25 HC-\$1.50. 28pp.

This ISCPET study set out to determine the effect that various approaches to teaching literature to prospective high school English teachers might have on their literary knowledge and later teaching competencies. The curricular patterns used to teach literature at three colleges--survey approach (University of Illinois), author and historical period approach (Bradley University), and genre approach (North Central College)--were compared with the teaching competencies of a group of first year graduates from each of the schools who were teaching secondary school literature. No definitive statistical evidence was produced to indicate that any one of the three approaches was superior in conveying literary knowledge. Some significant statistical support was found, however, for the contention that, for developing teaching competencies as judged by secondary school department chairmen and critic teachers, a genre approach to teaching literature proved more effective in preparing students to teach literature than did the historical period or survey approaches. (This report is available free or on loan from Erling Peterson, Department of English, North Central College, Naperville, Illinois 60540.)

68. ED (See Nov. 69 RIE) TE 001 474
 Phillips, Lottie. A Study of the Preparation of English Teachers for the Teaching of Slow Learners. 1969. EDRS Price: MF-\$0.25 HC-\$2.75. 53pp.

This study investigated the personal and academic qualifications essential for successfully teaching high school English to slow learners, and attempted to outline a curriculum that would foster the traits found desirable. Information was gathered from (1) extensive reading by the investigator, (2) questionnaires completed by 475 school administrators, (3) questionnaires completed by 451 successful teachers of slow learners, and (4) two workshops conducted at Olivet Nazarene College (Kankakee, Illinois). The administrators indicated strongly that the individual teacher's personality, professional or religious commitment, and philosophy of life directly affected successful teaching of the slow learner. The teachers surveyed found themselves very poorly prepared in sociology, anthropology, social welfare, psychology, and the cultural and behavioral patterns of the slow learner; and somewhat deficient in training in language, composition, reading instruction, adolescent literature, and methods of teaching English. The principal value of the study was in revealing the need for teacher-training courses to improve the instruction and understanding of slow learners. (An extensive bibliography and the questionnaires are appended.) This report is available from Lottie Phillips, Department of English, Olivet Nazarene College, Kankakee, Illinois 60901.

69. ED (See Oct. 69 RIE) TE 001 390

Snider, June. An Evaluation of Three English Methodology Courses as Preparation for Teaching English in the Secondary School. 1968. EDRS Price: MF-\$0.25 HC not available from EDRS. 26pp.

Evaluations of three English methodology courses at Bradley University, Illinois, were made to determine which course or combination of courses was most effective in preparing the student to teach English in the secondary school. Questionnaires completed by Bradley graduates teaching English in secondary schools indicated that none of the three courses, individually, met the methodology needs in all areas of English. One course, "Methods of Teaching English" was found to be inadequate primarily because of its time limitations as a 1-hour course. "Senior Internship" was rated of definite value for teacher preparation but was limited in enrollment and to experience in college Freshman composition classes. "Advanced Composition" was rated high in value in methods of teaching composition and in strengthening the student's writing knowledge and skills. The weakest areas in the English methodology curriculum were presenting grammar and linguistics and teaching culturally disadvantaged and slow students. The evidence indicated the need for expanding the 1-hour English methods course and establishing it as a required course, possibly merging it with the education methods course. "Advanced Composition" should be recommended, if not required, for all English education majors. "Senior Internship" should be studied further as an elective. (Copies of this report are available free or on loan from June Snider, English Department, Bradley University, Peoria, Illinois 61606.)

70. ED (See Sep. 69 RIE) TE 001 394

Snider, June. An Experimental Composition Program for Prospective Secondary School English Teachers. 1968. EDRS Price: MF-\$0.25 HC-\$1.50. 28pp.

This study, undertaken at Bradley University (Peoria, Illinois), sought to determine the comparative effects on writing skills and knowledge of students in two different sequences of English composition: (1) two semesters taken the freshman year, English 101-102, and (2) one semester taken the freshman year and one semester the junior year, English 101-300. An evaluation of the adequacy of the 101-300 sequence as composition preparation for teaching English in the secondary school was made concurrently in the study. Results of a standardized composition test, theme analyses, and evaluations by composition instructors showed slightly greater, but not statistically significant, gains in writing proficiencies in the 101-300 sequence than in the 101-102 sequence. Greater maturity and ability in analyzing, organizing, and expressing complex ideas were shown by students completing the 101-300 sequence which provides the added benefit of a review of writing principles and practice at the upper-class level. However, the level of achievement in writing skills and knowledge shown by English-Education majors in English 300 indicates that additional composition requirements are needed to provide more than minimal qualifications for teaching English in the secondary school. (Copies of this report are available free or on loan from June Snider, English Department, Bradley University, Peoria, Illinois 61606.)

71. ED (See Oct. 69 RIE) TE 001 444

Tapper, Ethel W., and Donald A. Fuller. A Study of the Effect upon Student Teachers of a Two-Semester Internship in College Freshman English Classes. 1969. EDRS Price: MF-\$0.25 HC-\$0.65. 11pp.

A two-semester internship program using prospective secondary English teachers as assistants in the teaching of college freshman English classes was instituted at Aurora College, Illinois. The program tested the assumption that prospective teachers with internship experience would perform better during their student-teaching semester than those without it. In their junior year, the interns assisted in the second semester of Freshman English (introduction to literature and the term paper); in their senior year they assisted in the composition classes of first-semester freshmen. The internship involved an introduction to planning units and lessons, to practical aspects of instruction, and to evaluation techniques under the personal guidance of an experienced teacher. Scores on the National Teacher Examination in English Language and Literature given at the end of the internship showed gains over scores made on the same test given at the beginning of the experiment. Overall, the study did not lend itself to statistical analysis. Instead, anecdotal records by the interns themselves, their "master" teachers, their public school teachers, and their college supervisor in the student-teaching semester gave evidence of gains in motivation, poise, flexibility, open-mindedness, and teaching insight. (Copies of this report may be obtained free or on loan from Ethel Tapper, Department of English, Aurora College, Aurora, Illinois 60507.)

72. ED 015 201

Wolff, Joseph. The Value of the Classics as an Elective in College Courses for the English Major Who Intends to Teach in High School. 1967. EDRS Price: MF-\$0.25 HC-\$0.55. 9pp.

To establish whether or not courses in the classics aid significantly in the preparation of high school English teachers, the Graduate Record Examination (GRE) Advanced Test on Literature scores of 11 seniors who had taken at least one of two classics courses at Loyola University (Chicago) on the theatre and the epic were compared with the scores of students who had comparable cumulative grade point averages. Results indicated that students who had taken classics courses did not perform exceptionally well on the GRE, nor did they get higher scores than other students with comparable averages who had not taken a course in the classics. Responses to a questionnaire sent to alumni who teach English in high schools, however, were uniformly favorable toward the merits of classics courses they had taken in preparation for teaching. They reported that classics courses had served to inform them about Roman and Greek antiquity, and their teaching had been strengthened by a knowledge of classical mythology and by an appreciation of their literary heritage. (Copies of this report may be obtained free or on loan from Joseph Wolff, Department of English, Loyola University, 6525 N. Sheridan Road, Chicago, Illinois 60626.)

73. Other Free ISCPET Materials Available*

- a. Hook, J. N. "Qualifications of Secondary Teachers of English: A Preliminary Statement." Reprinted from College English, vol. 27 (November 1965), 166-169. (The final statement will appear in the ISCPET final report.)

This article lists minimal, good, and superior teacher qualifications in the following areas: (1) Knowledge of language, (2) Knowledge and skill in written composition, (3) Knowledge and skill in literature, (4) Knowledge and skill in oral communication, and (5) Knowledge and skill in the teaching of English.

b. Illinois Teacher Rating Scales.

These rating scales were designed to reflect the improvement, if any, of an institution's teacher preparation program as reflected in the level of proficiency attained by the institution's graduates. The ratings are made by: (1) the prospective teachers at the end of student teaching (Form A), (2) the cooperating teachers in the secondary schools (Form B), (3) the college supervisors of student English teachers (Form C), (4) the graduates at the end of one year of teaching (Form D), (5) the employers of the graduates (Form E), (6) the chairmen of the English departments in which the graduates taught (Form F).

* Write to Dr. J. N. Hook, Dept. of English, Univ. of Illinois, Urbana, Illinois 61801.

BOOKS TO BE PUBLISHED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

74. Fernandez, Thomas L. Oral Interpretation and the Teaching of English: A Collection of Readings. 1969.

The readings collected in this volume emphasize the value of oral interpretation as an approach to teaching literature in the secondary school. Wallace A. Bacon indicates how the act of interpretation as it is experienced in the reader's mind can recreate the act of literature. Frances L. McCurdy, Margaret M. Neville, and Allen Bales discuss respectively oral interpretation as an approach to teaching literature, as an aid to understanding literature, and as an extension of library study. William J. Friederich presents methods of teaching delivery technique in oral interpretation, and Elizabeth Worrell offers suggestions on using the short story in readers' theatre presentations. The value of oral interpretation for literary analysis and appreciation in sequential literature programs is discussed by Clarence W. Hach; reasons for reading to high school students are provided by Vernell G. Doyle; and the value of oral interpretation in directing and motivating the outside reading of high school students is

described by Dorothy Matthews. T. L. Fernandez outlines the findings and recommendations of the ISCPET conference on oral interpretation. (See #47 and #48 for a description of the ISCPET study which provides the material for this book.)

74a. Hook, J. N., Paul H. Jacobs, and Raymond D. Crisp. What Every English Teacher Should Know. 1969.

Based on five years of ISCPET study to improve the preparation of secondary school English teachers, this volume is intended to guide prospective teachers in course selection, to suggest to experienced teachers their areas of greatest deficiency, and to help teacher educators in curriculum planning. An introduction discusses the needs and feelings of typical children and teachers with regard to language, education, and student-teacher interaction. A chapter on language includes discussions of grammars, usage, dialectology, and language functions, misconceptions, and history. A chapter on composition discusses writing topics, audience consideration, classical rhetoric, and the teacher's need to write. Covered in a chapter on literature are reasons for teaching literature, the use of "classics," necessary literary background, intensive reading, and the range of possible literary experiences. A discussion of oral communication reviews the subject's importance and the theory and practice of teaching it in Great Britain and the United States. A chapter on teaching English covers the necessary basic knowledge of education, secondary school English programs, methodology, reading instruction, and student evaluation. Tables listing the "minimal," "good," and "superior" levels of accomplishment in knowledge and skills in the above five areas of English education are provided.

Both 74 and 74a, Oral Interpretation and the Teaching of English and What Every English Teacher Should Know, have a tentative publication date of December 1969. Prices are not yet available.

INDIANA UNIVERSITY

Edward B. Jenkinson, Director

Indiana University English Curriculum Study Series*

75. ED 014 493

Ackerman, James S., with Jane Stouder Hawley. On Teaching the Bible as Literature: A Guide to Selected Biblical Narratives for Secondary Schools. 1967. Document not available from EDRS.

Written for use with secondary school students, this guide to the secular and objective teaching of biblical literature emphasizes the historical and literary context of the Bible rather than theological interpretations and presents historical, textual, and cultural background material for selected Old Testament narratives. Part 1 of the guide briefly traces the history of the Israelites from their Mesopotamian origins through their Egyptian enslavement to their emergence as a nation under David. In Part 2, the transmission and translation of Israel's literature is reviewed from its oral tradition to printed Bibles. In Part 3, the biblical narratives are discussed as examples of folk literature and as major sources of incident, symbol, and allusion in our literary and cultural heritage. Background materials and inductive study questions are provided for the study of the primeval and patriarchal legends and later narratives. An annotated bibliography of works of history, commentary, and reference is included. I. U. Press, \$1.45. Also available from NCTE, Stock No. 37356, \$1.45.

76. ED 015 199

Brown, Marshall L., and others. Two Approaches to Teaching Syntax. 1967. Document not available from EDRS.

Two transformational-generative approaches to teaching syntax in junior and senior high schools are presented. One is for use with average and talented students in grades 7-9, and the other is for slow-learning students in grades 7-11. A discussion of the first approach is divided by grade level and includes an examination of basic sentence patterns, an explanation of the distinction between form and structure words, rules for sentence transformation, and numerous exercises. The presentation of the approach to teaching syntax to slow learners provides an explanation of the use of student-constructed sentences and points out the teacher's concern with punctuation, capitalization, usage, and semantics, in addition to syntax. I. U. Press, \$2.95.

*All the books in this section may be ordered from the Indiana University Press, 10th and Morton Streets, Bloomington, Indiana 47401.

77. ED 018 434

Jenkinson, Edward B. What Is Language? and Other Teaching Units for Grades Seven Through Twelve. 1967. Document not available from EDRS.

This collection of language units for grades 7-12 was prepared to make available, to both teachers and students, materials demonstrating some of the interesting subject matters of language. Units contain descriptions of course content and successful teaching methods, suggested discussion questions, and exercises for the teacher's use in presenting the subject matter. Procedures are suggested by which students may speculate about the nature of language and formulate individual definitions of it. The following units are included: "What Is Language?" "So What's a Dictionary For?" "How Words Are Formed," "How Words Change Meaning in Time and Context," "An Introduction to Phonetic Alphabets and to Morphemes Through Prefixes and Suffixes," "American Dialects," "Why Worry about Meaning?" "A Suggestion for a Unit on the History of the English Language," "Lexicography from Cawdrey to 'Webster's Third,'" and "Nothing Moves Without Translation." This final unit presents evidence that reading a translated work involves esthetic and critical problems different from those encountered when reading a work in the original language. Appendices contain essays on language usage, linguistic change, English language history, and roots and combining forms. I. U. Press, paperbound \$2.95, cloth \$6.75.

78. ED 018 433

Jenkinson, Edward B., and Philip B. Daghlian, eds. Teaching Literature in Grades Ten Through Twelve. 1968. Document not available from EDRS.

A continuation of Teaching Literature in Grades Seven Through Nine (see #60), this book offers a teaching approach which emphasizes the close reading of literary works in a sequential order of increasing complexity. Each of the first three sections ("Poetry," "Short Story," and "Drama") presents a program for the teaching of that genre in grades 10 (American literature), 11 (English literature), and 12 (world literature). The fourth section consists of essays on nine novels, three for each grade level, which demonstrate how the novels should be approached by the teacher and taught to students. The novels analyzed are (1) The Member of the Wedding, (2) The Red Badge of Courage, (3) The Adventures of Huckleberry Finn, (4) Gulliver's Travels, (5) Wuthering Heights, (6) Heart of Darkness, (7) Siddhartha, (8) Cry, the Beloved Country, and (9) Crime and Punishment. Emphasized throughout the book is the necessity for the teacher to establish his own critical position before presenting the individual work to the students and to develop the material in a sequence which has a focus--the emphasis on various uses of comparisons in the grade 11 poetry unit, for example. Study questions on individual works are frequently provided. I. U. Press, paperbound \$2.95, cloth \$6.75.

79. ED 018 432

Jenkinson, Edward B., and Jane Stouder Hawley, eds. On Teaching Literature: Essays for Secondary School Teachers. 1967. Document not available from EDRS.

Six professors of English present essays on the teaching of each of the major literary genres. All of the essays stress the necessity for an intelligent close reading of a literary work and for an awareness of the variety of approaches to teaching literature. Discouraging the common practice of quizzing students on factual information, the essays recommend carefully phrased questions which lead the student to an understanding of the complexity of a literary work and an appreciation of its artistry. Abundant examples are provided for the entire process of preparation and presentation of a work. Essays are (1) "On Teaching the Novel" by George Levine, (2) "On Teaching Short Stories" by Mary Alice Burgan, (3) "On Teaching Poems" by Philip Appleman, (4) "On Teaching Drama" by Gerald Rabkin, (5) "On Teaching Essays" by Don L. Cook, and (6) "On Teaching Biography" by C. Donald Peet. The volume is introduced by an essay, "An Introduction for School Administrators" by Edward B. Jenkinson, which makes an appeal for more preparation time and a reduction of class loads for English teachers. I. U. Press, paperbound \$1.95, cloth \$5.75. Also available from NCTE, Stock No. 37409, \$1.95.

80. ED 013 804

Jenkinson, Edward B., and Jane Stouder Hawley, eds. Teaching Literature in Grades Seven Through Nine. 1967. Document not available from EDRS.

The Indiana University English Curriculum Study Center created a sequential course of study in literature for grades seven through nine. A basic poetry sequence, focusing on student response to poetry, emphasizes sound and story in grade seven, image or picture in grade eight, and metaphor and tone in grade nine. A comparative study of the drama and the short story, initiated in grade seven, introduces students to short fiction and leads into the study of two history plays--Abe Lincoln in Illinois and The Last Days of Lincoln--in grade eight. Shakespearean history plays--Richard III and Henry V--are studied in grade nine. Novels selected for study in grades seven through nine are likewise arranged in a sequence of difficulty, beginning with . . . And Now Miguel and ending with To Kill a Mockingbird, so that succeeding works build upon previous ones. Included are critical generalizations of selected works and suggested methods of instruction, mainly inductive. Two units--a classical mythology unit in grade eight and The Odyssey in grade nine--are designed to acquaint students with literary symbol and allusion. I. U. Press, \$2.65. (Also available from NCTE, Stock No. 38453, \$2.65.)

81. ED 020 933

Jenkinson, Edward B., and Philip B. Daghlian, eds. Books for Teachers of English: An Annotated Bibliography. 1968. Document not available from EDRS.

A companion volume to the collection of essays, On Teaching Literature (#59), this bibliography is designed primarily to meet the needs of the teacher of English in the secondary school. In nine sections, each by a different author, it describes and summarizes the contents of what the writers have judged to be the most valuable and significant works in the field. In addition, the individual value and particular contributions of many of the works are assessed. The sections comprising the volume are: (1) "Literary Criticism," (2) "On Poetry," (3) "On Fiction," (4) "On Drama," (5) "On Biography," (6) "Prose Style in the Essay," (7) "On Rhetoric," (8) "On Language," and (9) "On Teaching English." I. U. Press, paperbound \$1.85, cloth \$5.75.

Indiana State Department of Public Instruction Publications

82. ED 019 254

Jenkinson, Edward B., ed. Teacher's Guide to High School Speech. 1966. Document not available from EDRS.

The teacher's guide to high school speech focuses on speech as oral composition, stressing the importance of clear thinking and clear communication. The proposed one-semester basic course in speech attempts to improve the student's ability to compose and deliver speeches, to think and listen critically, and to understand the social function of speech. In addition to instructional materials on the processes of preparing, delivering, and evaluating speeches, sections are included on the role of persuasion in a democratic society, on the fundamental concepts of evidence and reasoning, and on basic parliamentary law. A suggested one-semester advanced speech course stresses the rational and logical aspects of discourse and emphasizes argumentation with specific attention to formal debate forms. A one- or two-semester course in dramatic arts is also suggested and designed not only to aid the teacher in the teaching of acting and theater production but also to enable the student, by developing in him an intellectual and esthetic awareness, to effectively discriminate among the drama he encounters in television and movies. The brief guide to a course in radio and television broadcasting has sections on writing simple continuity and handling the news, commercials, and special programs. Course guides include suggested activities, bibliographies, and instructional

materials and aids to teaching. In addition, a section on co-curricular activities, with suggestions for their establishment, concludes the volume. This volume is available from the Speech Association of America, Statler Hilton Hotel, New York, N. Y. 10001, and the National Council of Teachers of English, Stock No. 51507, \$1.75.

83. ED 019 255

Jenkinson, Edward B., ed. Teacher's Guide to High School Journalism. 1965. Document not available from EDRS.

In an effort to train high school students to become intelligent readers, listeners, and viewers of mass media, the Indiana State Department of Public Instruction published a guide for teachers of journalism. Part 1 establishes guidelines for a first semester course in journalism and contains chapters on the following topics: (1) Exploring Mass Media, a discussion of the types of media, the many aspects of freedom of the press, and advertising and its place within mass media, (2) Newswriting, (3) The Feature Story, (4) Editorials and Other Opinion Matter, (5) Advertising in School Publications, and (6) Copyreading, Headline Writing, and Proofreading. Chapters include bibliographies for teachers and suggestions for related student activities and projects. Part 2, a handbook for advisors of school publications, contains sections on (1) Producing the High School Newspaper, (2) Producing the Mimeographed Newspaper, (3) Producing the Yearbook, (4) Financing School Publications, (5) Operating the School News Bureau, and (6) Opportunities in the Mass Media. This volume is available from the Indiana High School Press Association, Franklin College, Franklin, Indiana 46131, for \$2.00, prepaid, and from the National Council of Teachers of English, Stock No. 48503, \$1.50.

84. ED 010 424

Fader, Daniel N. English for Reluctant Learners, Grades 7-9: English in Every Classroom. Final Report. 1966. EDRS Price: MF-\$0.25 HC-\$2.55. 51pp.

Recognizing the need to motivate reluctant learners to progress beyond marginal literacy, teachers of Garnet-Patterson Junior High School in Washington, D. C., implemented dual concepts of teaching--(1) saturation, in which the total school environment surrounds students with materials inducing them to read, and (2) diffusion, in which each class situation encourages writing. Teams, formed by grouping an English teacher with the other instructors of that teacher's pupils, met regularly to exchange ideas and materials and receive assistance from the English teacher in setting up writing schedules. To encourage the practice of writing, teachers frequently assigned written exercises, some of which were filed unread or checked for quantity not quality. Believing pleasure to be a strong motivating force, teachers provided attractive newspapers, popular magazines, and paperbacks in every classroom and gave paperbound dictionaries to all students. The English teacher, by making extensive use of newspapers and magazines and by selecting and creating other materials on the basis of student interests and limitations, can, therefore, teach literature from a social rather than a literary point of view. The teaching of language skills can be accomplished by organic rather than descriptive means through such assignments as a class-written play, a personal journal, or the writing of one sentence. Both students and teachers were enthusiastic about the effectiveness of the new program.

85. ED 016 673

McNeil, Elton B., and Daniel N. Fader. English in Every Classroom. Final Report. 1967. EDRS Price: MF-\$1.00 HC-\$13.14. 261pp.

The "English in Every Classroom" program is primarily concerned with motivating "general" students, from kindergarten through junior college, to feel the pleasures of and necessity for reading and writing. To reinforce their literacy, students are saturated with appropriate, attractive paperback books, newspapers, and magazines. Writing assignments, coordinated by English teachers throughout all school courses, require numerous brief papers and private journal entries, judged weekly on the sole basis of quantity. An experimental group participating in this program was tested and compared with a control group at the beginning and conclusion of the school year for intellectual performance; teachers' perceptions of student attitudes, personality, and performance; and students' attitudes toward school, literacy, and themselves. Findings confirmed that the program produced significant improvement in verbal proficiency and lessened educational anxieties in the experimental group. Appendices include: (1) diagnostic tests used in the experiment and tables comparing the experimental and control groups' performances and attitudes, (2) detailed study guides on West Side Story and The Diary of Anne Frank, containing introductory materials, sample daily lesson plans, discussion questions, tests, enrichment activities, and reading lists, and (3) a list of 1000 "less-than-a-dollar" paperback books.

86. Fader, Daniel, and Elton B. McNeil. Hooked on Books: Program and Proof. Berkeley Medallion Book (New York, 1968). Order No. S1508, \$.75, 236pp.

A complete account of "English in Every Classroom" (see 85 above) and some additional anecdotal material can be found in this paperback book. Included are a narrative report of the program, description of tests for evaluating the program, study guides to paperbound books, and a reading list of 1000 paperbound books.

UNIVERSITY OF MINNESOTA

Stanley B. Kegler, Director

87. ED 027 315

The Minnesota Project English Center: Selected Materials. Unit 701: Introduction to the Study of Language. Fall 1967. EDRS Price: MF-\$0.50 HC-\$5.30. 104pp.

This report recounts the development of teaching materials on the nature and uses of language for grades 7-12 and presents the first of five seventh-grade units. A description of the origins, purposes, and personnel of the Center is followed by brief discussions of (1) the Center's underlying assumption that a study of language provides the organizing focus for an English curriculum, (2) the demonstration procedures of the Center, and (3) the individual units developed. The major portion of the report is comprised of the unit for grade 7 which establishes a definition of language and introduces the concept that language is a coded system of learned, conventional oral symbols. Lectures, inductive questions, exercises, and such materials as Helen Keller's autobiography and Lewis Carroll's Through the Looking Glass are used to help students perceive the basic characteristics of spoken language, its possible origins, its personal and social importance, how it is learned, and how it both resembles and differs from other coded systems and from communication among animals.

88. ED 027 316

Kegler, Stanley B., and others. Preparation and Evaluation of Curricular Materials and Guides for English Language Study in Grades 7 to 12. Final Report. 1968. EDRS Price: MF-\$0.25 HC-\$2.65. 51pp.

The Minnesota Center for Curriculum Development proposed a series of language-centered units and study guides for English instruction in secondary schools. Among the specific objectives of the Center were (1) the identification and analysis of the concepts appropriate to grades 7-12, (2) the preparation of curricular materials and study guides for teachers, (3) the education of selected teachers to use the study guides, and (4) the establishment of field tests for evaluation of the materials. The materials were first tested by 166 teachers throughout the state; later, three schools were selected as demonstration centers. Results indicated that the Project English materials engender interest in many kinds of curriculum reform, that the language-centered curriculum has become widely accepted, and that a curriculum should be considered a process rather than a finished product. A study is underway which provides a pilot test for the effect of the materials on student performance by determining the value and validity of a test of "linguistic sensitivity" developed by members of the Center staff. (Summaries of the units developed are included in the report.)

The following units developed by the Minnesota Center are now available:

GRADE SEVEN

89. Unit 701: Introduction to the Study of Language -- See ED 027 315 above.
A related study is ED 020 930 below.

90. ED 020 930

Melchior, Thomas E. A Language Unit in the Junior High School.
September 1967. EDRS Price: MF-\$0.25 HC-\$0.40. 6pp.

One of the units developed by the Project English Center at the University of Minnesota (Unit 701: Introduction to the Study of Language) was the basis for language study in a junior-high classroom. Initially focusing on Helen Keller and the way in which she learned language, the study followed a procedure through which the students discovered the relationship between words and referents, the code-like nature of language, the units comprising that code (phonemes), and the rules governing the organization of morphemes into words and words into syntactic units. The study was then extended to the uses of language both as a personal activity and as a social instrument. Students examined figurative and literal expression, language in brainwashing and propaganda, and language as it isolates speakers of dialects from the rest of society. (Several sample assignments based on generalizations about the nature of language are included.) This article appeared in English Journal, vol. 56(September 1967), 858-62.

91. ED 027 317

Unit 702: Changes in the Meanings of Words, I. 1968. EDRS Price:
MF-\$0.25 HC-\$2.25. 43pp.

In this seventh-grade language unit, the study of semantics is introduced by an examination of the relationships between words and their referents, particularly in terms of changes of meaning and degrees of abstraction. Classroom activities are suggested to help students become aware of "language liveliness" and the processes of specialization and generalization: e.g., mapmaking, designing abstraction ladders and Venn diagrams, playing competitive games, comparing words from Samuel Johnson's Dictionary with present-day usage, and studying "The Most Dangerous Game" for changes in the words "hunt" and "animal." The writings of S. I. Hayakawa, Neil and Simon Postman, Jonathan Swift, and others are used to emphasize that changes and variations in word meanings are both natural and inevitable. Supplementary activities for able students, worksheets, and a bibliography on semantics are also included.

92. ED 027 318

Unit 703: The People Who Study Language. 1968. EDRS Price: MF-\$0.50
HC-\$3.40. 66pp.

The major purpose of this seventh-grade teaching unit on language is to expand the students' understanding of language as central to human activity. The purposes, methods, and commonalities of such disciplines as anthropology, psychology, linguistics, and rhetoric are defined within the framework of language study to suggest the scope of communications. The nature of communication breakdown is examined in James Marshall's Walkabout and Margaret Bowen's Return to Laughter, and possible solutions to communication problems are indicated in a series of hypothetical letters written by a young man struggling with a hypothetical language in a country and culture widely different from his own. The letters are presented as written to the boy's uncle, who, in turn, relays back information and help from rhetoricians, anthropologists, and psycholinguists. The letters as well as sample lectures, discussion questions, procedural notes, and suggested activities cover a wide variety of information about the relationships between culture and language development.

93. ED 027 319

Unit 704: Introduction to Transformational Grammar and Unit 705: Syntactic Relationships, Introductory Materials. 1968. EDRS Price: MF-\$0.50 HC-\$4.95.
97pp.

The goal of these two seventh-grade language units is to provide some basic understanding about the structure and complexity of the English language and about the human ability to handle that language in ordinary speech situations. The first unit inductively presents a set of ordered rules which follow the conventions of modern symbolic logic and which describe grammatical relationships in English sentences in generative-transformational terms. A series of drills in terminology, simple phrase-structure operations, and notation techniques are indicated to help seventh-graders understand binary structure. Worksheets with answers, sample lecture-demonstrations, and tests are included. Introductory material for a second unit discusses syntactic relationships as flowing from the binary subject-verb relationship in the English sentence. (See ED 027 322 for a related eighth-grade grammar unit.)

GRADE EIGHT

94. ED 027 320

Unit 801: Our System of Spelling. 1968. EDRS Price: MF-\$0.25 HC-\$1.25.
23pp.

This unit for the eighth grade is intended to develop, through an inductive approach, the students' understanding of the reasons for the irregularities and difficulties of English spelling. Exercises and lectures on historical background are provided to help students realize that our spelling system is

based on late Middle English spelling, that differences in Middle English dialects caused corresponding differences in spelling, that the invention of printing had an influence on stabilizing spelling, and that later changes in pronunciation as well as borrowings from other languages have caused irregularities. In addition, students are helped to understand that English has 46 phonemes but only 26 graphemes and that the system can be divided into regular, semi-regular, and irregular spellings. Finally, through selected readings, spelling reform is presented as impractical because of the continuing changes in pronunciation, the cultural readjustment that would be required, and the prohibitive expense in reprinting.

95. ED 027 321

Unit 802: Language Varies with Approach. 1968. EDRS Price: MF-\$0.25
HC-\$2.75. 53pp.

This eighth-grade language unit stresses developing the student's sensitivity to variations in language, primarily the similarities and differences between spoken and written language. Through sample lectures and discussion questions, the students are helped to form generalizations about language: that speech is the primary form of language; that language is a code; that spoken words are concrete and their referents either concrete or abstract; that language is used for self-expression, transmission of information, and the satisfaction of needs; and that an audience provides important "feedback" to the speaker. Excerpts from the writings of Mark Twain, Robert Penn Warren, and William Faulkner provide students with opportunities to analyze and classify language as standard or nonstandard, formal or informal. In addition, students are encouraged to suggest, from their personal experiences, situations in which varying degrees of speech formality are appropriate. Supplementary activities for able students and a unit test are included.

96. ED 027 322

Unit 803: Structures of Time, Mode, Manner, and Causality and Unit 804: Structures of Specification, Place, and Number. 1968. EDRS Price: MF-\$0.75
HC-\$9.15. 181pp.

These two units employ transformational grammar in an attempt to make eighth-grade students aware of fundamental facts about their language. Concepts taught in the first unit are (1) that an infinite number of English sentences exists, (2) that a few basic transformations are the basis for a large number of changes in sentence form, (3) that the English auxiliary verb determines many tenses and moods, and (4) that modification of the verb phrase is usually accomplished by an adverb of manner. In addition, drills are designed to give the student insights into computer programming and, possibly, into the human thought process. Concepts emphasized in the second unit are (1) that the extension of reference of nouns is affected by the determiner as well as by the semantic content of the noun itself, (2) that the transformational rules applicable to subject-verb agreement are similar to those that operate in the formation of the passive, (3) that transformational

2

rules may differ from dialect to dialect, and (4) that the phonological rules governing number are related primarily to the subject of the sentence while those governing intonation pertain to the entire sentence. Both units include sample lectures, discussion questions, numerous worksheets with answers, and unit tests.

GRADE NINE

97. ED 027 323

Unit 901: Language Varies with Backgrounds and Interests. 1968. EDRS Price: MF-\$0.25 HC-\$2.05. 39pp.

This ninth-grade unit on language differences is intended to increase "the student's awareness or sensitivity to the ways in which language varies with the differing backgrounds and interests of those who use language," to develop his "abilities to adapt his language behavior to more effectively meet the demands of a variety of communication situations," and to increase his critical-thinking skills necessary for rational responses to emotive language. Excerpts from Jack London's Martin Eden and radio broadcasts of a farm market report, a professional football game, and a space flight are suggested to illustrate language differences based on age, sex, educational background, occupation, and avocation. Finally, in an attempt to show students that writers use language to reveal the backgrounds and interests of characters, the unit includes a reading list of novels in which this technique is evident. Teaching procedures, discussion questions, and introductory, transitional, and summary statements for lessons are found throughout the unit.

98. ED 027 324

Unit 902: Changes in the Meanings of Words. 1968. EDRS Price: MF-\$0.25 HC-\$2.55. 49pp.

Concerned with the study of lexical changes, this unit for grade 9 is intended to develop the students' understanding of several specific ways in which the meanings of words change, of the interpersonal relationships and the social values which cause such change, and of general concepts related to language change. Discussion questions, lectures, and examples are provided to help students see (1) how a word differs from its referent, (2) how referential meaning differs from expressive meaning, (3) how changes in the status of a referent or changes in literary customs cause degradation and elevation of meaning, (4) how the Norman invasion caused simultaneously the degradation of an English word and the elevation of a French word with the same referent, (5) how radiation of meaning occurs, and (6) how euphemism, hyperbole, and folk etymology occur. Worksheets and tests for the unit are provided.

99. ED 027 325

Unit 903: Approaches to Grammar. 1968. EDRS Price: MF-\$0.50 HC-\$3.50. 68pp.

This unit is intended to give ninth-grade students a brief survey of the changes in the study of language from the time of the Greeks to the present. Organized to proceed from the teacher's introduction of a subject to class examination and discussion of an excerpt from a grammarian's work, the unit focuses on the belief that a grammarian's methods, values, symbols, and classifications reflect the age in which he lives and the purposes for which he works. The survey begins by examining excerpts from Aristotle and Dionysius Thrax to show the Greek grammarian's concern for logic and rhetorical analysis. Next, the 18th-century desire for the purification and preservation of language is revealed by excerpts from Dr. Johnson, Robert Lowth, and others. Nineteenth-century historical and comparative studies are represented by excerpts from T. R. Lounsbury and Fitzedward Hall, while the concern of the Victorian middle classes for "proper usage" is illustrated by excerpts from McGuffey's Readers. Current interest in transformational theory is discussed with references to the work of Robert S. Wachal and Noam Chomsky. An appendix includes a review sheet and culminating activities for the unit.

100. ED 027 326

Unit 905: A Historical Study of the English Lexicon. 1968. EDRS Price: MF-\$0.50 HC-\$3.70. 72pp.

This introduction to the historical study of language is designed to give ninth-grade students contact with the methods of historical linguistics in a relatively limited area--the study of the lexicon, especially those due to technological advances which have caused the use of old words in new senses and the coinage of new words from established root words. This preparatory material is followed by an examination of earlier lexical changes and their relationships to historical developments: wars, scientific advances, invasions of England, religious movements, and English colonization. Selections from early and contemporary writings are suggested as a basis for the study; and sample lectures, discussion questions, worksheets, and examination questions are included.

GRADE TEN

101. Unit 1001: The Nature of Meaning in Language. 1968. EDRS Price: MF-\$0.50 HC-\$3.00. 58pp.

This 10th-grade unit introduces the complexity of linguistic meaning by demonstrating the relationships among linguistic symbols, their referents,

their interpreters, and the social milieu. The unit begins with a discussion of Ray Bradbury's "The Kilimanjaro Machine," which illustrates how an otherwise obscure story becomes meaningfully clear as the referent emerges. Word-referent relationships ranging from denotation to connotation are illustrated by (1) Susanne Langer's analysis of the relationships between words and their referents, (2) selections from Paul Wendt and Vance Packard which point out the dimensions of extra-linguistic meaning, and (3) selections from Charlton Laird and S. I. Hayakawa which demonstrate referential and expressive meaning and the primacy of spoken language. Students are asked to construct a communication model to further clarify the symbolization processes of language. Included are lectures, inductive discussion questions with sample answers, and a bibliography on semantics.

102. Unit 1002: The Modes and Functions of Discourse. 1968. EDRS Price: MF-\$0.25 HC-\$1.95. 37pp.

The purpose of this 10th-grade unit on language is to pose, for students, basic and tentative questions about the rhetorical uses of language. Examples are provided which designate the modes of language: Daniel Fogarty's story of rhetoric to show language which informs; materials from Northrop Frye to show language which inquires; a John F. Kennedy press conference to show language which persuades; Southerner Henry Grady's 1886 speech to New Englanders to show language which establishes social contact; and Stephen Crane's "War is Kind" to show language which evokes. Students are asked (1) to devise a model continuum of rhetorical discourse which proceeds from exposition to evocation and (2) to rank, according to the continuum, selected materials from the works of Adlai Stevenson, Sterling Moss, Peter George, Franklin D. Roosevelt, Martin Luther King, Jonathan Swift, and Amy Vanderbilt. Procedural notes, sample lectures, discussion questions, suggested student assignments, and examination questions are included.

103. Unit 1003: The Language of Exposition. 1968. EDRS Price: MF-\$0.50 HC-\$4.55. 89pp.

This language unit for grade 10 builds on a definition of the expository use of language developed in the two previous 10th-grade units. In a brief overview of report language, the referential language of Thomas Huxley is compared with the expressive language of Edgar Allan Poe. The writings of S. I. Hayakawa, Hans Guth, and others are examined for an understanding of the language of reports. The two major topics of the unit are (1) the organization of expository discourse--the effective use of introductions and conclusions, and the unity, emphasis, and coherence of the body; and (2) the modes of exposition--description, illustration, comparison and contrast, classification, causality, and definition. Included are sample lectures, inductive questions, a bibliography on expository writing and speaking, worksheets, and writing-speaking assignment sheets which can be integrated with other units of the curriculum.

104. Unit 1006: Learning Our Language. 1968. EDRS Price: MF-\$0.25
HC-\$2.70. 52pp.

This 10th-grade unit on language introduces the major ways in which people learn language. Primary source materials used are Roger Brown's Words and Things and selected writings of Francis Nelson, Cathy Hayes, and Charles Hockett. The linguistic and nonlinguistic "worlds" in which people live and the need for people to categorize in order to understand their experience are examined to initiate discussion of the three levels of language learning-- (1) the physical bases of speech--the human speech mechanism and the production and development of speech sounds, (2) the psychological bases of language--the perception of phonological, morphological, and syntactic categories, and (3) the cultural bases of language, including the Whorf-Sapir hypothesis concerning relationships of language with culture, thought, personality, and reality. Included in the unit are lectures, procedural notes, sample discussion questions, activities, examinations, and suggested references on language learning processes.

GRADE ELEVEN

105. Unit 1101: Language Varies by Place: American English. 1968. EDRS Price: MF-\$0.50 HC-\$4.80. 94pp.

This 11th-grade language unit focuses on dialectology, the regional variations of American English, and the causes for the differences and similarities in language usage in the United States. Issues surveyed in the unit are (1) the historical basis for dialect differences from the time of the early colonists, (2) current speech characteristics of major dialect areas--their differences in pronunciation, vocabulary, grammar, and meanings assigned to words, (3) influences of other languages on American English, (4) the purposes and methods of linguistic geographers, and (5) the use of dialects in the literature of such writers as James Russell Lowell, Joel Chandler Harris, Bret Harte, and John Hay. Included to supplement classroom presentation are lists of audio-visual materials, "Americanisms" and the writers who first recorded them, American-British equivalents, selected reference works on American English, and literary works using dialects. Lectures, discussion questions, worksheets, and suggested student activities are also provided.

106. Unit 1102: The Language of Persuasion. 1968. EDRS Price: MF-\$0.50
HC-\$3.10. 60pp.

The purpose of this 11th-grade unit on language is to acquaint students with persuasion because it is one of the basic functions of discourse and a

principal method of achieving change in a complex and democratic society. In this unit, students are provided with opportunities for recognizing, evaluating, and using persuasive discourse. The unit moves inductively from example to generalization and is organized around three categories for the analysis of persuasion--(1) the writer or speaker as persuasive agent, hero, or model, (2) the discourse itself as a tool of persuasion, with emphasis on abstraction levels and logical and psychological methods of language manipulation, and (3) the audience and the context of persuasion--the historical and geographical context, the sociological context of group values, and such psychological motives as subsistence, social approval, mastery, and habit. Materials in the unit include lectures, procedural notes, discussion questions, suggested activities, speaking-writing assignments, a list of resource materials, and a bibliography on the rudiments of persuasion.

107. Unit 1103: The Nature and Evaluation of Argument. 1968. EDRS Price: MF-\$0.50 HC-\$4.25. 83pp.

This 11th-grade unit on language of discourse is designed to help students gain the ability to evaluate argument, to construct logical and reasonable discourse, and to recognize ethical standards of free speech and inquiry. Stephen Toulmin's model of "evidence-warrant-claim" is used as a basic pattern for both the evaluation and construction of argument. The nature of proof (motivational, authoritative, and substantive) is then reviewed with a particular focus on (1) lines of argument--e.g., causality, generalization, and analogy, (2) varieties of proof--e.g., fact and opinion, and (3) tests for logical adequacy--e.g., clarity, internal and external consistency, and verifiability. Finally, the ethics of argument, or the ends and means of persuasion, are determined. Readings from such sources as Walter Lippman, David Lloyd George, and Mark Twain are analyzed, and students are asked to develop speeches and essays using the various approaches they have learned. Included are procedural notes, lectures, sample discussion questions and answers, worksheets, and suggested student activities.

108. Unit 1104: An Outline of Grammatical Elements. 1968. EDRS Price: MF-\$0.25 HC-\$1.85. 35pp.

The purposes of this 11th-grade unit on language are to survey the most important grammatical elements of the English sentence and to synthesize grammatical principles previously learned in grades 7-10 of the curriculum. The unit moves from discussions of the simplest grammatical elements to the more complex: Bound and free morphemes are defined, and ways in which they are combined in word formation are determined. The roles of nouns, verbs, adjectives, and adverbs in phrases and sentences are inductively presented. Basic sentence patterns are then expanded by transformations into other types of sentences--questions, negations, complex sentences, sentences with

indirect objects, sentences with predicate objects, and sentences in the passive voice. Finally, the more complex basic syntactic patterns of predication, complementation, modification, and coordination are analyzed. The materials include procedural notes, sample lecture-discussions, and worksheets.

GRADE TWELVE

109. Unit 1201: A Historical Study of English Phonology, Morphology, and Syntax. 1968. EDRS Price: MF-\$0.25 HC-\$2.55. 49pp.

This unit for grade 12 is concerned with both the methods and purposes of the historical study of phonology, morphology, and syntax in the English language. The introduction to the unit illustrates language change in Old, Middle, and Modern English versions of "The Prodigal Son" and examines the causes of current language changes as preparation for understanding that the same causes operated in the past. A study of phonological changes leads the students to investigate vowel changes from the time of Chaucer to the present; to understand assimilation, metathesis, and dissimilation; and to comprehend reasons for the changes. Morphological differences are examined in two dialects of Middle English, in Old, Middle, and Modern English versions of "The Lord's Prayer," and in different versions of The Canterbury Tales. In addition, past and present cultural subgroups are shown to have affected morphology; and morphological change and contact with other cultures are shown to have contributed to syntactic change. Suggested lectures, discussion questions, and worksheets are included, and appendices contain an outline of unit 905 which deals with lexical change.

110. Unit 1202: The Language of Evocation. 1968. EDRS Price: MF-\$0.75 HC-\$6.80. 134pp.

The purposes of this unit are to help the 12th-grade student understand that language can be used to evoke an experience, to enrich his perception of the evocative language of literature, and to demonstrate that evocation is not limited to either language or literature. The unit begins with a study of the evocative language in a radio announcer's description of President Kennedy's funeral cortege, of the role of ritual in suggesting the significance of an act, and of poetry in attempting to evoke experience. For an understanding of how evocation is related to motive, Kenneth Burke's dramatic point of view is applied to motivation as seen in life and as re-created in literature. Next, the classification of writing (as descriptive-referential, pure-referential, and pragmatic-referential), the human tendency to create symbols, the use of figurative language, and T. S. Eliot's concept of the "objective correlative" are examined and related to selected works. Study questions for the use of evocative language in William Golding's Lord of the Flies, discussion questions, and sample lectures are included.

111. Unit 1203: The Social and Psychological Implications of Language.
1968. EDRS Price: MF-\$0.50 HC-\$4.45. 87pp.

Designed as a synthesis of concepts familiar to students having studied the earlier Minnesota Project English units or as an introduction for other students, this unit for grade 12 treats the role of language in the social and psychological development of man. Alternative introductions to the unit are provided: one concentrating on definitions of language, man's unique symbol-making ability, and the importance of language; the other dealing with what is meant by "knowing" a language. The unit then develops concepts related to the role of language in social interaction, language as a reflection of culture, the relationship between language and reality, the process of communication, inferences based on a person's language or dialect, levels of usage, and stereotyping by language. The concepts are presented through sample lectures, discussion questions, and suggested readings; additional readings for gifted students and a bibliography on the role of language are included.

112. Unit 1204: The Evaluation of Persuasive Discourse. 1968. EDRS Price:
MF-\$0.25 HC-\$2.35. 45pp.

This unit for grade 12 is intended to provide an introduction to the criticism of persuasive discourse. After a brief discussion of the definition of criticism, the unit proceeds to the establishment of standards for evaluating persuasive discourse, standards involving Kenneth Burke's pentad: act, scene, agent, agency, and purpose. The unit then deals with three categories of discourse which can be evaluated--the single speech or article, the persuasive discourse of a person, and the persuasive discourse of a movement. To aid on the process of criticism itself, a format of questions is set up to require the students to place the speech in a meaningful context, to analyze the speech itself, and to assess the effects of the speech. Finally, this format is used in a sample analysis of Douglas MacArthur's "Address to Congress." Procedural notes for the teacher, lectures, and discussion questions are included.

UNIVERSITY OF NEBRASKA

Paul Olson and Frank Rice, Directors

113. ED 013 805

Olson, Paul A. A Curriculum Study Center in English. Final Report. 1967. EDRS Price: MF-\$0.50 HC-\$5.85. 117pp.

The Nebraska Curriculum Development Center endeavored to create an integrated curriculum in English for kindergarten through 12 based upon language, literature, and composition. The Center recruited a cross section of the scholarly and school community to develop, test, and evaluate this curriculum and to conduct research and devise materials in the following areas: (1) classical rhetoric, (2) the possibility of formulating a new rhetoric, (3) the relationship of the teaching of composition to the study of structural and transformational grammar, (4) the relationship of the close reading of literature to the teaching of composition, (5) criteria and tests for measuring excellence in composition, (6) levels of student maturity at which basic composition "habits" are formed, and (7) criteria for the correction of themes. The program which was created is a spiral curriculum based upon language-and-composition and literature-and-composition units for kindergarten through 12. It is designed to develop an understanding of basic concepts in increasingly greater depth year by year. The elementary curriculum emphasizes the study of literature, often read orally, including related work in language and composition. At the secondary level, the emphasis shifts from the oral to the written and is on the study of both literature and language and what can be learned about writing from such studies. Results of an evaluation of the elementary program are encouraging. However, more extensive studies in both the elementary school and high school are needed. (A major portion of the report presents an overview of the entire Nebraska English Curriculum.)

114. ED 013 806

A Curriculum for English: Grade 1, Units 1-12. 1966. EDRS Price: MF-\$0.50 HC not available from EDRS. 133pp.

The Nebraska Elementary English Curriculum is based on the premise that desire to read, understanding of one's native language, and competence in composition develop from a continuing exposure to literature of superior quality. The sequence of literary works and analogous compositions leads the child from an apprehension of the "mythic" and anthropomorphic to an awareness of the realistic and analytic. An oral approach to literature is stressed. Children are encouraged not only to enjoy and understand what is read but also to manipulate language devices themselves through oral storytelling and written composition. Literature is classified in one of nine "pseudo-genres"--folk tales, fanciful tales, animal stories, adventure stories, myths, fables, other lands and peoples, biographies, and historical fiction. Each of the 70 units in the six grades contains (1) introductory materials outlining objectives of the unit and relating it to other units, (2) background materials about authors, characters, themes, and style, (3) suggestions for inductive teaching procedures, (4) related composition, language, and poetry exercises and assignments, (5) bibliographies for students and teachers, and (6) lists of audiovisual aids.

In grade one, children are introduced to literature in all "pseudo-genres" except historical fiction. Teaching procedures emphasize identification of repetitive situation and word patterns in literature and recognition of meaning in simple story forms. Drawing upon what they learn from class reading and their explorations in language, children are then able to dramatize scenes and compose stories of their own. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06102) for \$1.25.

115. ED 013 807

A Curriculum for English: Grade 2, Units 13-22. 1966. EDRS Price: MF-\$0.50 HC not available from EDRS. 113pp.

In grade two, development of a sense of language usage and of narrative form and plot is stressed. Such classic folk tales as "Little Red Riding Hood" and "The Three Bears" point out the repetition of plot structure and language found in stories. Fun with language forms is encouraged through the reading of "Just So Stories," and an understanding of the myth is furthered in "The Golden Touch." Three Aesop fables are presented for simple analysis of common devices and patterns used in fables. Moreover, several Dr. Seuss stories and two adventure tales--Blaze and the Forest Fire and The Bears on Hemlock Mountain--help students perceive both real and fanciful views of reality. Crow Boy and Caroline and Her Kettle Named Maud illustrate how children today share universal experiences and problems with children of different cultures and different times. As children become familiar with literary methods and begin to recognize rhythmic and phonological patterns in compositions, they are able to create stories of their own, using as models the literature read in class. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06111) for \$1.25.

116. ED 013 808

A Curriculum for English: Grade 3, Units 23-33. 1966. EDRS Price: MF-\$0.75 HC not available from EDRS. 152pp.

The grade three curriculum continues to center on the reading of literature, with related language and composition activities. To strengthen children's awareness of the oral and repetitive patterns in folk literature and of the literary purposes of these devices, several Grimm fairy tales are read and then compared with modern stories--Madeline and The Five Chinese Brothers, for example--which contain a series of parallel elements. Several animal stories are analyzed for such stylistic features as repetition, alliteration, and onomatopoeia. The Blind Colt is read for its realistic treatment of animals and its use of words that appeal to the senses. Winnie the Pooh and Mr. Popper's Penguins illustrate conflict and comic adventure in stories. Three Greek myths and the talking beast fables of Chaucer and the Brothers Grimm help children to understand the myth and the fable as conscious literary classifications and as part of our cultural heritage. The Red Balloon

exemplifies the universality of human emotion, whereas The Courage of Sarah Noble and the biography Columbus and His Brothers acquaint children with historical themes. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06120) for \$1.25.

117. ED 013 809

A Curriculum for English: Grade 4, Units 34-44. 1966. EDRS Price: MF-\$0.75 HC not available from EDRS. 153pp.

Grade four extends and reinforces concepts introduced in previous grades. American folk literature, with its heroes exemplifying heroic qualities of the culture, is studied for its appeal to students and its use of descriptive and figurative language. Effective use of phonological patterns is illustrated in Charlotte's Web and Brighty of Grand Canyon. In Homer Price, fabulous and plausible adventures are contrasted and plot pattern is analyzed to point toward the study of the modern epic form. Hiawatha's Fasting and three Greek myths expressing the moral idealism of two cultures are used to further children's knowledge of the myth. The reading of Aesop's fables, studied more analytically here than in previous fable units, leads to the children's dramatizations of stories with morals. A Brother for the Orphelines points out similarities in emotions and behavior of children of different cultures. Finally, two biographies--Willa and Leif the Lucky--are read for their simple and accurate presentation of fact, their vivid characterizations, their portrayal of the passage of time, and their revelation of every side of a subject. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06139) for \$1.25.

118. ED 013 810

A Curriculum for English: Grade 5, Units 45-57. 1966. EDRS Price: MF-\$0.75 HC not available from EDRS. 199pp.

The curriculum for grade five continues the presentation of literary techniques used to produce works of imagination. In "Tall Tale America," "Rapunzel," and other fairy tales, the American and European folk traditions are compared for common stylistic and structural devices. A more complex use of techniques used in fanciful stories is seen in the fairy tales of C. S. Lewis and Hans Christian Andersen and in The Bidpai Fables and Jataka Tales from India. The Door in the Wall provides an introduction to the study of symbolism. Building upon previous grade-level units, the reading of five Greek myths furthers students' understanding of mythic thought and patterns, and The Merry Adventures of Robin Hood prepares children for a later study of epic form. The relationship between subject matter and theme is seen in King of the Wind and The Island of the Blue Dolphins. Children of the Covered Wagon and This Dear-Bought Land enhance children's awareness of their historical heritage. In addition, Dr. George Washington Carver, Scientist is read to study a literary type and to enable students to assess the personal qualities of a character in literature. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06148) for \$1.25.

119. ED 013 811

A Curriculum for English: Grade 6, Units 58-70. 1966. EDRS Price: MF-\$1.00 HC not available from EDRS. 244pp.

Grade six units culminate the elements of all previous units and point toward a more analytical study of literature. The Seven Voyages of Sinbad is used to review the folk-tale "pseudo-genre." Lewis Carroll's Alice stories and A Wrinkle in Time illustrate the fanciful tale at its best. Big Red completes the units on animal stories, and The Adventures of Tom Sawyer introduces the basic novel form. A study of Norse myths reiterates devices used in myths and presents the first serious study of mythology as literature. The Hobbit, with Tolkien's use of mythic characters and conceptions, illustrates many levels of symbolic meaning. The Wind in the Willows, an epic fable, introduces a satiric, humorous, and allegorical representation of society. The stories of King Arthur and Ulysses, built around a single hero, point to the place of the hero in the epic form. Cultures outside the children's experience are seen in The Secret of the Andes and Hans Brinker. A biography, Cartier Sails the St. Lawrence, enhances both literature and history through its inclusion of excerpts from logbooks. The final unit, on the poems of Robert Frost, demonstrates some of the basic tools necessary for the reading and understanding of poetry. Available from the University of Nebraska Press, or from the National Council of Teachers of English (Stock No. 06157) for \$1.25.

120. ED 013 812

A Curriculum for English: Language Explorations for the Elementary Grades. 1965. EDRS Price: MF-\$1.00 HC not available from EDRS. 203pp.

A separate language manual for the elementary curriculum supplements the language-exploration sections of the units in grades one through six. This resource manual provides an introduction to modern language study and describes its application to the language learning levels of children. By the time children enter junior high school, they should be able to (1) perceive English as a word-order language, (2) recognize its sound patterns, and (3) comprehend the ways in which punctuation clarifies written discourse. In addition, they should have some knowledge of the historical dimensions of the English language and of the development of grammar and vocabulary. The teacher can build on the children's intuitive grasp of language forms by offering them selected language samples and allowing them to discover inductively the structure and function of language. Chapters on phonology, morphology, form classes, syntax, and the nature of the language contain: (1) an explanation of each division of language study, (2) a statement of objectives, (3) exercises and language games appropriate to each of the six grade levels, and (4) inductive discussion questions. Included also are chapters on dictionary skills, American dialects, the history of the English language, and language usage and style of speaking. Available from the University of Nebraska Press for \$1.25 and from NCTE for \$1.25 (Stock No. 06503).

121. ED 013 813

A Curriculum for English: Poetry for the Elementary Grades. 1966.
EDRS Price: MF-\$1.00 HC not available from EDRS. 225pp.

Materials for the elementary curriculum include an ancillary poetry manual for grades one through six. Attention is given to increasing the child's pleasure in poetry, broadening his knowledge of poetry, and helping him to express himself more creatively. Children are encouraged first to enjoy the reading of poems and then to perceive particular poetic techniques. The teacher is encouraged to read poetry aloud and to discuss with children, at their level of understanding, the meaning, syntax, imagery, and rhythmic and rhyming patterns of poems. The manual includes: (1) a discussion of elements characteristic of good poetry and standards by which to judge good poetry for children and by children, (2) sample lesson plans for each grade level, (3) an indexed anthology of 209 children's poems written by children and by eminent poets of many cultures from ancient to modern times, (4) a list of poems, arranged by grade level and subject, found in the two core poetry texts used in the elementary grades, (5) a bibliography of useful books related to the study of poetry, and (6) a list of selected recordings of poetry readings. Available from the University of Nebraska Press for \$1.25 and from NCTE for \$1.25 (Stock No. 06807).

122. ED 013 814

Evertts, Eldonna, and others. The Nebraska Study of the Syntax of Children's Writing, 1964-65. Volume I. 1967. EDRS Price: MF-\$0.75
HC-\$7.30. 146pp.

This study of the syntax of children's writing attempted to ascertain (1) the progressive number of sentence units written by students in grades two through six, (2) levels of structural complexity in children's writing, (3) syntactic patterns of this communication, (4) whether or not common characteristics of syntactic patterns could be identified and classified, and (5) whether or not any of the elements providing variety in sentence structure could be identified and described. Detailed analysis was made of 20 percent of all sentences produced in the 1000 compositions written for the study. "An Instrument for the Syntactic Analysis of Children's Composition," the list of guidelines and examples developed and utilized during the study, proved valuable for such analysis. Limiting factors in the project were those inherent in the validity and reliability of the tests employed, the geographic specificity of the sample tested, and the uncontrolled variables of physical health, visual and auditory limitations, and poor emotional adjustment, in addition to building facilities, time of day, and differing techniques of investigators. The study revealed that (1) elementary students wrote fewer sentence units than did intermediates, (2) the rate of sentence unit increase slackened at the upper intermediate level, but pattern complexity increased, (3) students used 12 basic sentence patterns, (4) different sections of one grade did not always produce similarly constructed sentences, and (5) all students employed several sentence patterns, but older students used inverted forms ignored by second- and third-graders. (A copy of the analytic instrument is appended to the report.)

123. ED 013 815

Sebesta, Sam, and others. The Nebraska Study of the Syntax of Children's Writing, 1965-66. Volume II. 1967. EDRS Price: MF-\$0.75 HC-\$8.55. 171pp.

The second phase of the syntax study of children's writing concentrated on discovering and evaluating the differences between control groups which did not use the Nebraska English Curriculum and experimental groups which did. Answers were sought to the following questions: (1) How does the syntax of the children's writing change as they mature? (2) At what age do the children begin using various structures? (3) How does their syntax differ from that of adults? (4) What relationship exists between a child's background and his use of syntactic patterns? and (5) Is there any difference between the syntax of children involved in the Nebraska English Curriculum and of those in traditional language arts programs? The population sample was composed of 500 control and 250 experimental subjects in grades two through six in ten Nebraska schools. The first five sentences in each child's composition and a 500-sentence sample from the writings of 25 major modern American writers of prose fiction provided the data for analysis. Some of the findings were: (1) the subject-verb-object pattern decreased in the children's written language as they matured, (2) the use of the Nebraska English Curriculum enabled the elementary school students to approach criteria inferred from the writings of professionals, and (3) the syntactic pattern difference between second- and sixth-graders was greater than that between sixth-graders and professionals.

124. ED 013 816

Thompson, Nell C., and others. The Nebraska Study of the Syntax of Children's Writing, 1966-67. Volume III. 1967. EDRS Price: MF-\$1.25 HC-\$16.05. 321pp.

The third part of the analysis of the syntax of children's writing focused upon (1) how the syntax of third- and sixth-graders compared with that of professional writers, (2) whether or not the rate of growth in certain syntactic skills varied significantly among groups of children in various language arts programs, (3) whether or not children who initially displayed advanced syntactic skills also surpassed their peers in progress rate, and (4) whether or not girls' written syntax differed from that of boys. The compositions analyzed were written by 180 children in three language arts programs: (A) an intensive-treatment program and (B) a moderate-treatment program, both based upon the Nebraska English Curriculum, and (C) a control program containing no "Nebraska" units. Research limitations were the representation of only middle-class students of Lincoln and Omaha schools, the selection of the Nebraska program to be taught, and the use of teachers in Program A who were better trained in this curriculum than those in Program B. The study revealed that (1) the syntax of high-I.Q. children and the sentence types of low-I.Q. children came closest to the "professional" standards, (2) the intensive-treatment program at both grade levels yielded the greatest dividends in the rate of growth of syntactic skills, (3) a high negative correlation existed between pre-treatment syntactic performance and in-treatment syntactic growth, and (4) girls' syntactic skills consistently outranked that of boys.

125. ED 019 134

Linguistics in the Elementary School, Primary Level. 1967.

EDRS Price: MF-\$0.50 HC-\$4.45. 87pp.

This guide, based upon the Nebraska Curriculum Development Center materials, is designed to explain the vocabulary and basic elements of linguistics to the elementary school teacher, at the primary level, who has had little or no formal training in linguistics. A glossary of linguistic terminology, guiding principles for the teacher, and sections on the nature of language, phonology, morphology, form classes, syntax, dialect, and usage are included. Each of the sections contains a brief introductory explanation of the language element under discussion and suggestions for linguistic activities and games for use with primary-grade children. A bibliography of relevant books and periodical articles is also included. (See number 126 for the intermediate level guide.)

126. ED 020 158

Linguistics in the Elementary School, Intermediate Level. 1967.

EDRS Price: MF-\$0.50 HC-\$4.30. 84pp.

This guide, based upon the Nebraska Curriculum Development Center materials, is designed to explain the vocabulary and basic elements of linguistics to the elementary school teacher who has had little or no formal training in linguistics. To this end, a glossary of linguistic terminology, guiding teaching principles, a bibliography of relevant books and periodical articles, and sections on the nature of language, phonology, morphology, form classes, syntax, dialect, usage, and the history of the English language are included. Each of the sections contains a brief introductory explanation of the language element under discussion and suggestions for linguistic activities and games for classroom use at the intermediate grade level. (See number 125 for the primary level guide.)

127. ED 013 817

A Curriculum for English: Teacher Packet, Grade 7. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 285pp.

The teacher packet for the seventh-grade program includes, as do all secondary units, two subject-matter sections--literature and composition, and language and composition. The literature program concentrates on the conditions under which various cultures create stories, the social functions assigned to these stories, and the uses to which they are put. Language study includes the identification of form classes, the creation and uses of the dictionary, and the system or lack of system in English spelling. The composition program, coordinated with the language and literature programs, stresses work with sentences and paragraph composition, building upon varied writing assignments in the elementary school and looking forward to more formal rhetoric in the high school. Assignments for both expository and creative writing are given. Units are provided on the following topics: (1) "The Making of Stories," (2) "The Meaning of Stories," (3) "The Classical Myth," (4) "Ancient Hebrew Literature," (5) "American Indian Myth," (6) "Stories of the American West," (7) "Autobiography: Benjamin Franklin,"

(8) "Form Classes," (9) "The Dictionary," and (10) "Spelling." Included in the packet are introductions and aids for unit materials, bibliographies for teachers, supplementary student reading lists, sample objective tests, and suggestions for teaching procedures and audiovisual aids. This manual (three volumes) is available from the University of Nebraska Press.

128. ED 013 818

A Curriculum for English: Student Packet, Grade 7. 1965. EDRS Price: MF-\$1.00 HC not available from EDRS. 258pp.

The seventh-grade student packet begins with the unit entitled "The Making of Stories" in which students consider writers' audiences and methods of composition and presentation. Such material as A Christmas Carol and selections from The Odyssey, Beowulf, Hymn to Hermes, and Grimm's fairy tales are studied to show the different sets of conditions under which authors "make up" stories. A related unit, "The Meaning of Stories," attempts to teach students, through poems and stories, to ask what a story means and how the meaning is communicated. With this background, students are prepared to study selections in three units on mythology--Greek myths, Hebrew literature, and American Indian myths. In the following unit, students encounter ballads, American folklore, and a western novel, Shane. The final literature unit, "Autobiography: Benjamin Franklin," is designed for the study of a literary genre and the writing of personal autobiographies. In the language units, students study forms of words and positions of words in sentences, the organization and use of the dictionary, and methods of solving individual spelling problems. Units contain overviews of material to be studied, discussions of literary genres, historical backgrounds of works, study and discussion questions, composition assignments, exercises, supplementary reading lists, vocabulary lists, and glossaries. Literary selections not readily available in textbooks are reprinted in the student packet. This manual (three volumes) is available from the University of Nebraska Press.

129. ED 013 819

A Curriculum for English: Teacher Packet, Grade 8. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 314pp.

The literature program for grade eight is concerned with the theme of the hero--his characteristics and how they have undergone change in the history of western literature, as seen in various literary genres. The study of heroism is divided into the following units: (1) "The Making of Heroes," (2) "The Epic Hero," (3) "The Journey Novel Hero," (4) "The Historical Novel Hero," and (5) "The Heritage of the Frontier." Language units are (1) "Syntax," using as background the seventh-grade unit on form classes, (2) "Words and Their Meanings," and (3) "The History of the English Language." The composition program is coordinated with both language and literature programs and stresses the comparison of the students' own

syntax in themes with that of such authors as John Steinbeck and Stephen Crane. Included in the packet are introductions and suggested teaching procedures for unit materials, bibliographies for teachers, background critical assessments of literary works to be taught, suggested topics for student compositions, and supplementary student reading lists. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 73 for price.

130. ED 013 820

A Curriculum for English: Student Packet, Grade 8. 1965. EDRS Price: MF-\$1.75 HC not available from EDRS. 427pp.

The eighth-grade student packet begins with a unit on "The Making of Heroes: The Nobleman in Western Literature" which leads students to question what makes a hero, what he is like, and how he exists in literature. After reading a number of brief selections from such works as The Aeneid, Sir Gawain, and "The Outcasts of Poker Flat," students are encouraged to become cognizant of the differences between ancient, Christian, and modern heroes. With this background, the student moves on to three related units--"The Epic Hero," "The Journey Novel Hero," and "The Historical Novel Hero"--each focusing on characteristics and varieties of heroes in these genres. The final literature unit, "The Heritage of the Frontier," investigates that locale which frequently gives birth to heroes and heroic actions in American literature. In the language units, students are introduced to the history of the English language and the study of sentence syntax and semantics--areas which follow naturally from the study of form classes and lexicography in the seventh grade and anticipate the units on syntax and the uses of language in the ninth grade. Units include introductory overviews, study and discussion questions, supplementary reading lists, topics for composition, a book review outline, and exercises. Literary selections not readily available in textbooks are reprinted in the student packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 73 for price.

131. ED 013 821

A Curriculum for English: Teacher Packet, Grade 9. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 276pp.

The curriculum for grade nine focuses on the concept of genre and accompanying literary attitudes and devices. Satire, comedy, and the epic are the subjects of the literary program. Language and composition studies, building upon eighth-grade language history and syntax units, center on geographic and social dialects, phonology, sentence syntax, and common uses for language. The teacher is urged to apply the substance of language units to the subsequent study of literature. Assignments, leading students to analyze, draw upon, and practice concepts presented in the literature and language units, include critical discussions of specific genres and passages, formulation of relevant questions in reading literature, and composition of limericks, fables, and satires. Teacher packet sections correspond to

units of the course: (1) "The Idea of Kinds: Attitude, Tone, Perspective," (2) "Satire: Formal and Menippean," (3) "The Idea of a Play: The Greek, the Renaissance, the Modern," (4) "Comedy," (5) "The Epic," (6) "Dialect," (7) "Phonology," (8) "Syntax and the Rhetoric of the Sentence," and (9) "The Uses of Language." Each section contains a table of contents, a background essay on material to be studied, recommended teaching procedures, a teacher's bibliography, and illustrative materials for classroom use. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 74 for price.

132. ED 013 822

A Curriculum for English: Student Packet, Grade 9. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 336pp.

The first unit of the student packet for grade nine is a study of the relationships which exist between author and audience and an examination of the epigram, limerick, parable, fable, and ode. With this background, students consider "On Avarice" and Animal Farm as examples of formal and Menippean satire, anticipating later study of Augustan satire. To understand "the idea of a play," students examine The Frogs, The Knight of the Burning Pestle, and Our Town, representing Greek, Renaissance, and modern drama respectively. The "Comedy" unit, including Arms and the Man, Twelfth Night, and Green Pastures, extends this study of drama. The Odyssey, exemplifying the epic, and two mock epics--The Owl and The Wind in the Willows--relate to the "Epic Hero" and "Satire" units studied previously. Language-composition units include (1) "Dialect," (2) "Phonology," introducing the concepts of stress, pitch, and juncture, (3) "Syntax and the Rhetoric of the Sentence," concerned primarily with students' revision of their writing, and (4) "The Uses of Language"--imaginative, expressive, directive, cohesive, informative, and contractive. All units contain overviews, study and discussion questions, composition topics, and texts of literary works not in core texts used with the packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 74 for price.

133. ED 013 823

A Curriculum for English: Teacher Packet, Grade 10. 1965. EDRS Price: MF-\$1.00 HC not available from EDRS. 257pp.

The literature program for grade ten emphasizes man's conception of the world--his picture of nature, of society, and of moral law--and how these three concepts are presented in literature. Units cover the following topics: (1) "Man's Picture of Nature," (2) "The Leader and the Group," (3) "Sin and Loneliness," and (4) "Tragedy." The focus of the language and composition program is on "macro-rhetoric," that is, the Aristotelian concepts of organization which consider the "speaker," the audience, the subject matter, and the relationships among them. The tenth-grade language units relate to the units in previous packets on the rhetoric of the word, of figurative language, of the sentence, and of the paragraph and look forward to formal rhetorical considerations in later grades. Specific

rhetorical exercises to reinforce concepts learned in the language units are presented with each of the literature units. Introductions to unit materials, bibliographies for teachers, supplementary student reading lists, and suggestions for teaching procedures and audiovisual aids are also included in the packet. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 74 for price.

134. ED 013 824

A Curriculum for English: Student Packet, Grade 10. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 314pp.

The student packet for grade 10 begins with four units on literature, each stressing an aspect of man's conception of the world. Through a study of the literature of several cultures, written at various times, students first consider "Man and Nature: Man's Picture of Nature." The second unit, "Man and Society: The Leader and the Group," attempts to teach students that leadership is the product of an interaction between particular men and particular societies, and that it reflects certain ideals about those societies. An examination of the theme of "Sin and Loneliness" and its relationship to man's view of the world as seen through moral law comes next. In this unit, such works as Hardy's The Return of the Native and Steinbeck's The Pearl are read. Finally, the unit on "Tragedy" synthesizes and relates all the previous grade-level units through the study of Sophocles' Oedipus the King, Marlowe's Doctor Faustus, and Synge's Riders to the Sea. The language units, "The Rhetoric of the Sentence" and "Rhetoric: Induction and the Whole Composition," are transitional between the study of syntax in previous grade units and the investigation of formal rhetorical considerations in the 11th and 12th grades. Units contain overviews and background material, reading and discussion questions, composition assignments, supplementary reading lists, language exercises, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 74 for price.

135. ED 013 825

A Curriculum for English: Teacher Packet, Grade 11. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 309pp.

Units in the teacher packet for the 11th-grade Nebraska English Curriculum are organized around three major themes in American literature: man and nature, man and moral law, and man and society. The man and nature theme is examined in two units: "Individualism and Idealism: Spiritual Autobiography" and "The Search for Form." The former unit, an extension of the 10th-grade study of "Romantics," focuses on qualities of American Transcendentalism, and the latter considers literary works--Cather's My Antonia and Frost's poems--which are "outside the framework of any fixed genre." "Man and Society: American Materialism," is an extension of the ninth-grade satire unit and includes works concerned with the effect of materialism upon

the American conscience. Composition units are (1) "The Rhetoric of the Short Units of Composition: The Rhetoric of the Paragraph" and (2) "The Meaning of a Whole Composition: Ambiguities, Analogies, Contraries." Units include thematic overviews, background materials, explications of selected works, bibliographies of supplementary readings, and composition exercises. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 75 for price.

136. ED 013 826

A Curriculum for English: Student Packet, Grade 11. 1965. EDRS Price: MF-\$1.25 HC not available from EDRS. 322pp.

The 11th-grade course of study in American literature presented in the student packet begins with a unit entitled "Individualism and Idealism" in which students analyze spiritual autobiographies by Emerson, Thoreau, Whitman, and Dickinson. Next, the theme of sin and loneliness as it limits individualism is explored in The Scarlet Letter, Billy Budd, The Adventures of Huckleberry Finn, and The Unvanquished. Babbitt, The Great Gatsby, and The Waste Land provide the basis for a consideration of satire which exposes materialism and conformity. Cather and Frost are studied in My Antonia, "The Witch of Coos," and "Nothing Gold Can Stay" as writers who search for a form intrinsic in their subjects. Literature units stress evaluation of the writers' concepts and purposes, analysis of structural techniques employed, and explication of the literary works. Language units emphasize the rhetoric of the paragraph and the mastery of diction in essay-writing. Study helps include overviews, introductory essays, writing exercises, reading and discussion questions, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 75 for price.

137. ED 013 827

A Curriculum for English: Teacher Packet, Grade 12. 1965. EDRS Price: MF-\$1.00 HC not available from EDRS. 229pp.

The teacher packet for the 12th-grade program comprises, through the study of selected works, a survey of English literary periods from the Renaissance to the 20th century. Units are provided in the following areas: (1) "Senecan Revenge Tragedy: Thyestes, The Spanish Tragedy, and Hamlet," (2) "The Christian Epic: The Faerie Queene, Book I, and Paradise Lost," (3) "The New Enlightenment World: Augustan Satire," (4) "The Romantic Revolution: Ode, Sonnet, Allegorical Romance," and (5) "The Class System: Three 19th Century Views." The unit themes evolve from man's view of the world--his relationship to nature, to society, and to moral law. Furthermore, materials studied in previous packets are assumed to be part of the students' and teacher's literary background, so that the unit on "The Christian Epic," for example, relies on knowledge of the epic genre studied earlier. Included in the packet are introductions and aids to unit materials, bibliographies for teachers, supplementary student reading lists, and suggestions for teaching

procedures and audiovisual aids. The language and composition units for the teacher packet, emphasizing the rhetoric of paragraphs, themes, and deduction, are not yet available. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 75 for price.

138. ED 013 828

A Curriculum for English: Student Packet, Grade 12. 1965. EDRS Price: MF-\$2.75 HC not available from EDRS. 540pp.

The literature program of the grade 12 student packet consists of a selective survey of English literature from the Renaissance to the 20th century. It begins with a unit on Shakespearean tragedy in which students read revenge tragedies--Seneca's Thyestes and Kyd's The Spanish Tragedy--as preparation for the reading of Hamlet. The second unit, "The Christian Epic," relies on readings in previous packets for background on the epic and centers on Book I of Spenser's The Faerie Queene and Milton's Paradise Lost. The next two units, on Augustan satire, are designed to help students understand man's relationship to society in the New Enlightenment world. The unit entitled "The Writer as Rebel and Prophet" provides material for the analysis of the Romantic Rebellion and its poetic manifestations in the ode, the sonnet, and the allegorical romance. In the final literature unit, three views of the 19th-century English class system as seen in Pride and Prejudice, Great Expectations, and the The Mayor of Casterbridge are examined. The language and composition program culminates the students' study of rhetoric through the examination of the grammatical system, the conceptual patterns of the paragraph and larger units, and the importance of deductive logic in composition. Units include informative overviews and introductory materials, study and discussion questions, composition topics, exercises, and literary selections not readily available in textbooks. The units included in this packet are available from the University of Nebraska Curriculum Center. See page 75 for price.

Available from the University of Nebraska Press (Grades 1-7)*

Elementary

A Curriculum for English: Grade 1 through A Curriculum for English: Grade 6, \$1.25 each.

Language Explorations for Elementary Grades, \$1.25.

Poetry for Elementary Grades, \$1.25.

*University of Nebraska Press
215 Nebraska Hall
Lincoln, Nebraska 68508

[See page 2, #3, for a related study on children's composition, grades 2-6.]

Grade 7

	<u>Teacher Manual</u>	<u>Student Manual</u>
First Book--Making of Stories; Meaning of Stories, Unit 71-72	86pp., \$4.50	128pp., \$1.70
Second Book--Language; Form Classes, Spelling, Dictionary, Unit 77-79	250pp., \$7.00	108pp., \$.60
Third Book--Classical Myth, Hebrew Stories, American Indian, Stories of the American West, Unit 73-76	224pp., \$7.00	204pp., \$1.90

Available from the University of Nebraska Curriculum Center (Grades 8-12)*

Grade 8

	<u>Teacher Manual</u>	<u>Student Manual</u>
General Introduction	\$.10	
The Making of Heroes: The Nobleman in Western Culture	.45	.55
The Journey Novel Hero: The Picaro	.70	1.00
The Historical Novel	.65	1.00
The Epic Hero: <u>Beowulf</u> and <u>The Song of Roland</u>	.50	.85
The Heritage of the Frontier	.25	.30
Syntax (Form Classes, Grade 7, is the background to this unit.)	1.25	.75
The History of the English Language	.15	.55
Words and Their Meanings	1.35	1.00

*Nebraska Curriculum Development Center
231 Andrews Hall
The University of Nebraska
Lincoln, Nebraska 68508

Grade 9

	<u>Teacher Manual</u>	<u>Student Manual</u>
General Introduction	\$.05	
The Kinds: Attitude, Tone and Perspective	.45	.55
Satire: Formal and Menippean	.40	.65
The Idea of a Play: The Greek, the Renaissance, the Modern	.35	.25
Comedy	.60	1.00
The Epic Form: The Odyssey	.80	.60
Dialect	.50	.30
Phonology	.40	.15
Syntax and the Rhetoric of the Sentence	.20	.75
Uses of Language	.75	.85

Grade 10

	<u>Teacher Manual</u>	<u>Student Manual</u>
General Introduction to the Units for the Tenth Grade	\$.20	
Man and Nature: Man's Picture of Nature	.30	1.00
Man and Society: The Leader and the Group	.50	.85
Man and Moral Law: Sin and Loneliness	.45	.85
Man, Society, Nature and Moral Law: Tragedy	.65	.80
The Rhetoric of the Short Units of Composition: The Rhetoric of the Sentence	.80	.35
Rhetoric: Induction and the Whole Composition	.90	1.00

Grade 11

	<u>Teacher Manual</u>	<u>Student Manual</u>
Man and Nature: Individualism and Idealism: Spiritual Autobiography	\$1.50	\$.65
Man and Moral Law: Sin and Loneliness: Allegory	.85	.85
Man and Society: American Materialism: Satire	1.00	.50
Man and Nature: The Search for Form	1.50	.55
The Rhetoric of the Short Units of Composition: The Rhetoric of the Paragraph	.55	.55
The Meaning of a Whole Composition: Ambiguities, Analogies, Contraries	.85	1.00

Grade 12

	<u>Teacher Manual</u>	<u>Student Manual</u>
Man, Society, Nature and Moral Law: Justice in History: Shakespearean Tragedy	\$.70	\$.65
Man and Moral Law: Sin and Loneliness: Christian Epic	.85	.50
Man and Society: The New Enlightenment World: Augustan Satire	1.15	
Part I (Student)		1.00
Part II (Student)		.50
Man and Nature: The Romantic Revolution: Ode, Sonnet, Allegorical Romance	.65	1.50
Man and Society: The Class System, Three 19th-Century Views: The Class Novel	.50	.85
Rhetoric: Grammatical System and Conceptual Pattern: The Rhetoric of Paragraphs and Longer Units	*	1.00
Rhetoric: Deduction and Composition	*	1.00

*Absence of price indicates that this item is not yet available.

139. Films developed by the Linguistics Demonstration Center at New York University (Neil Postman, Director) concern new ideas, materials, and methods for linguistics programs at the junior and senior high school level. Kinescopes of the following four films are available at a cost of approximately \$100 per print.

1. Who Determines What Is Right in Language? (60 minutes. Neil Postman, teacher)
2. How Does a Word Mean? (60 minutes. Neil Postman, teacher)
3. Question Asking (45 minutes. Alan Shapiro, teacher)
4. On Defining (45 minutes. Alan Shapiro, teacher)

Persons interested in purchasing prints of these kinescopes should write directly to WNDT, Channel 13, 304 W. 58th Street, New York, New York 10019.

NORTHERN ILLINOIS UNIVERSITY

Andrew MacLeish, Director

140. ED 015 173

MacLeish, Andrew, and William R. Seat, III. Materials and Methods for Teaching Structural and Generative Grammar to High School Students and Their Teachers. Final Report. 1967. EDRS Price: MF-\$0.50 HC-\$6.05. 121pp.

From 1965 through 1967, the Northern Illinois University Curriculum Center was engaged in developing workable materials in structural and transformational grammars for the 11th and 12th grades and in investigating the effect of instruction in these upon student writing and upon student and teacher attitudes toward the study of linguistics. After analyzing grammar textbooks and studying phonology, morphology, and transformational syntax, 15 experienced teachers developed teaching units on Phonology, Morphology, History of the Language, and Transformational Grammar. The effect of instruction in the new grammars on student writing was inconclusive. However, research did reveal that these grammars can (1) be taught successfully in senior high school, by teachers whose training was in traditional grammar, to both those students who are thoroughly indoctrinated in traditional grammar and to those who know little grammar, (2) be incorporated into the study of literature, traditional grammar, and composition and correlated with foreign language and speech, (3) make students more sensitive to their language--its structure and their own writing errors, (4) show teachers explicit and unambiguous ways to help students eliminate errors, and (5) motivate students and teachers to further English language study. These findings indicate that most of the materials could be introduced earlier in the school curriculum.

141. ED 019 258

Morphology: Material for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-\$0.50 HC-\$5.85. 115pp.

This unit is planned to complement the grammar which 11th- and 12th-grade students already know and to enrich their understanding of the English language. Though not primarily an introduction to the parts of speech, the unit provides sections on nouns, verbs and auxiliaries, adjectives, adverbs, conjunctions, subordinators, sentence connectors, pronouns, and qualifiers. The unit also contains (1) a diagnostic test on the parts of speech, (2) a lesson plan to introduce morphemics, (3) an introduction to vocabulary study, (4) a section on derivational suffixes, (5) a lesson using the parts of speech in teaching the essay of definition, (6) an introduction to a 12th-grade unit on the parts of speech and formal definition, and (7) a test on phonology, morphology, and syntax. Parts or all of this unit can be used (1) preceding or following a unit on syntax, (2) following a unit on phonology, (3) in an honors senior English class, or (4) to enrich a program for superior students.

142. ED 019 259

History of the Language: Material for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-\$0.50 HC-\$5.70 112pp.

This curriculum guide consists of four units to be incorporated into the curricula of grades 11 and 12: (1) The History of the Sounds of English, (2) The Development of the Grammatical Signals of Modern English, (3) The Historical Development of English Spelling, and (4) Etymology. Included with each of the units are (1) objectives, (2) an explanatory note to the teacher, (3) suggested teaching situations to which the unit can be adapted, (4) daily lesson plans, (5) a description of relevant audiovisual materials, and (6) a bibliography. Lessons deal with Grimm's Law, the Great Vowel Shift, some historical explanations for the present chaos in spelling, the analysis of the origin of words, and characteristics of Indo-European, Germanic, and Old, Middle, and Modern English.

143. ED 019 260

Phonology: Teaching Units for Incorporation in Curricula of Grades 11 and 12. 1966. EDRS Price: MF-\$0.75 HC-\$8.00. 158pp.

The general objective of these units on segmental and suprasegmental phonemes is to help 11th- and 12th-graders to discover, through an understanding of phonological principles, the systems underlying their own language. Specific language-skill objectives are the improvement of (1) spelling, (2) punctuation, by considering stress, pitch, and juncture, (3) usage, (4) understanding of grammatical relationships, and (5) ability to read imaginative literature, as well as expository prose. Included for the units are an overview of phonemics for study by the teacher, daily lesson plans, and resource materials for a possible 6-week extension of the units. Alternate lesson plans, exercises, tests, an annotated bibliography, a glossary, and a section on suggested audiovisual aids are included.

NORTHWESTERN UNIVERSITY

Wallace W. Douglas, Director

144. ED 010 841

Douglas, Wallace W. Curriculum Study Center in English Composition
(Revised). 1967. EDRS Price: MF-\$0.75 HC-\$7.70. 154pp.

Basing its work on investigation of school practices and analysis of the writing process of children, the Northwestern Curriculum Study Center developed a curriculum in composition for the lower secondary grades. The lessons developed for the seventh and eighth grades had their basis in Pestalozzian object teaching which stresses specificity and concreteness. In the ninth- and tenth-grade lessons, observation was extended to reflection. These principles were also the basis for the formulation of special sets of lessons for use with disadvantaged fourth-grade children. Throughout, the lessons were planned as illustrations of the various stages of the writing process, especially those prior to the actual writing down of words. Observation and testimony suggested that this approach leads children into making writing a meaningful part of their experience. Included in the report were the organizational format of the curriculum center, a visitation calendar, curriculum center bulletins, lists of cooperating schools and personnel, and reports on related projects of the center.

145. ED 016 644

Lessons in the Writing Process. 1965. EDRS Price: MF-\$1.50 HC-\$17.70.
352pp.

Motivating students to write, through instruction in journalistic prose, is the primary aim of this ninth-grade curriculum guide. It contains four units: "An Introduction to the Writing Process" (three lessons), "The Journalistic Report" (five lessons), "The Journalistic Analysis" (eleven lessons), and "The Journalistic Evaluation" (ten lessons). Both general descriptions of lesson plans and the actual lesson plans are provided for the units on analysis and evaluation, whereas only lesson plans are included for the introductory and report units. Lesson plans include objectives, bibliographic citations for recent articles from magazines and newspapers, suggested preliminary planning activities and classroom procedures for the teacher, and suggested activities and assignments for the student.

146. ED 016 645

Lessons in the Basic Processes in Composition. 1965. EDRS Price:
MF-\$1.75 HC-\$20.55. 409pp.

The seventh- and eighth-grade units contained in this guide provide a sequential study of composition with emphasis upon diction. The seventh-grade unit (ten lessons) deals with the processes of observation, classification, individualization, revision, and author intention. The eight lesson unit for the eighth grade is concerned with writing about sensory impressions. All lessons are composed of exercises wherein students are asked to examine writing models by professional authors and write original compositions. Objectives, procedures, and discussion questions are provided for each exercise, in addition to bibliographic citations which direct the reader to models and other source materials.

*Excerpts of 145 and 147 are available from NCTE - See Appendix for price and order number.

147. ED 016 641

Nesper, Osanna. A Teacher's Experience with Composition. 1965.
EDRS Price: MF-\$1.75 HC-\$20.55. 409pp.

This course description recounts a fourth-grade teacher's experience of motivating and assisting inner-city slum children to develop composition skills and includes the three units she taught: (1) "Learning to Be Specific" and "Learning to Describe Sense Impressions," (2) "Learning to Describe People," and (3) "Playing with Words." Individual lessons in these units contain statements of specific aims, descriptions of teaching procedures, bibliographic citations of writing models utilized, transcriptions or summaries of teacher-class dialogues preliminary to writing, and reprints of group and individually authored student compositions. A general introduction by Wallace W. Douglas and the author's introductions to individual units provide the reader with guidance in understanding the rationale of the instruction and in interpreting the student compositions.

148. ED 016 643

Papers on Composition. EDRS Price: MF-\$0.75 HC-\$8.00. 158pp.

The scope of the Northwestern University Curriculum Center's research program in teaching composition to the beginning writer is defined in the eight papers comprising this collection. The topics for the papers are (1) limiting the aims of teaching composition in the seventh and eighth grades to include only narrative and descriptive writing and elementary persuasion, (2) steps in the basic writing process, (3) the need for the writer to establish a voice or "persona" for a particular audience, (4) the classification of types of prose in a new way--practical, journalistic, and academic, (5) the use of literary models and images to improve writing, (6) important questions to be asked when judging written composition, (7) teaching usage in the composition class, and (8) a five-point system by which writing maturity in descriptive essays can be objectively evaluated.

149. ED 016 642

Writer and Audience. 1966. EDRS Price: MF-\$0.50 HC-\$6.00. 118pp.

This two-unit teaching guide for secondary school composition is designed to help students become aware of the decisions involved in establishing a voice or "persona" and of the effect these decisions have on the image that is projected to an audience. An introduction contains a rationale and suggested teaching procedures for developing skill in producing a persona and in identifying an audience. Unit I, "Identifying the Writer," compares a varied selection of personae in four lessons: (1) how character is revealed in plays, (2) how the author strikes a pose, (3) how the persona defines vision in poetry and in mass media, and (4) how student writers assume personae. Unit II, "Identifying the Audience," includes five lessons: (1) how one process is described differently for four different audiences, (2) how a particular style can produce a particular kind of audience and imitators, (3) how one theme is developed through several different materials, (4) how personae can adapt to various audiences, and (5) how public men project their personae for a particular purpose. Each unit presents study notes and writing problems developed around writing models which range from recent magazine or newspaper articles and student writing to poetry and excerpts from plays. Writing models are cited but not reprinted.

OHIO STATE UNIVERSITY

Donald R. Bateman and Frank J. Zidonis, Directors

150. ED 001 241

Bateman, Donald R., and Frank J. Zidonis. The Effect of a Knowledge of Generative Grammar upon the Growth of Language Complexity. 1964. EDRS Price: MF-\$0.75 HC-\$7.15. 141pp.

The effect of grammar on composition skills was investigated. The type of grammar under experiment is "generative" grammar which is concerned with the psychological process of producing sentences. In this study generative grammar was taught to ninth- and tenth-grade students. There were several specific questions guiding this study: Can high school pupils learn to apply the rules of a generative grammar in their writing? Can their repertoire of grammatical structures be increased by a study of generative grammar? To what extent will the proportion of well-formed sentences increase in pupil writing over the 2-year period? What kind of error will occur in student writing, and to what extent will such errors increase or diminish over the 2-year period? Several conclusions were drawn: First, high school students can learn the principles of generative grammar relatively easily because of its consistency, specificity, and relevance to well-formed sentence production. Second, a knowledge of generative grammar enables students to increase significantly the proportion of well-formed sentences they write. Third, it is suggested, but not proved, that there is a relation between a knowledge of generative grammar and an ability to produce well-formed sentences of greater structural complexity. Finally, a knowledge of generative grammar can enable students to reduce the occurrence of errors in their writing.

151. ED 018 424

Bateman, Donald R., and Frank J. Zidonis. The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders. 1966. EDRS Price: MF-\$0.25 HC not available from EDRS. 55pp.

An experiment was conducted, over a 2-year period, at the Ohio State University School to test the possible effects of a study of a generative grammar on student compositions. In addition to the regular curriculum, an experimental class of 50 ninth-graders (and tenth-graders the following year) was required to learn transformational-generative grammatical materials prepared by the investigators. Samples of writing by both the experimental and control classes were collected during the first 3 months of the project and in the last 3 months of the 2-year period. These were analyzed for (1) structural complexity, (2) the proportion of well-formed to malformed sentences, and (3) the trend in the frequency and kinds of misoperations that occurred. Results of this analysis indicate that a knowledge of generative grammar (1) enables students to increase significantly the proportion of well-formed sentences in their writing, (2) seems to enable students to increase the complexity without sacrificing the grammaticality of their sentences, and (3) can enable students to reduce the number of errors in their writing. Because the logic of generative grammar seems to represent the psychological process of sentence formation, its study helps the student overcome the difficulties of writing with grammatical effectiveness. (This report--a condensation of the final report, ED 001 241--is available from NCTE for \$1.00.)

Note: The language units being developed by this project will probably not be available from ERIC before Spring 1970. Write to NCTE/ERIC for information.

General

152. ED 010 129

Kitzhaber, Albert. A Curriculum in English, Grades 7-12: Descriptive Essays by the Staff of the Oregon Curriculum Study Center. 1965. EDRS Price: MF-\$0.50 HC-\$3.20. 64pp.

This brief description of the work of the Oregon Curriculum Study Center includes three essays describing in detail the literature, language, and rhetoric curriculum under development. These essays are intended for the professional reader, not the secondary student. Primary emphasis is on the description of the experimental curriculum for grades 7-10, since the curriculum for 11 and 12 were still being written at the time of this report. Copies are available for \$.50 from the Modern Language Association, 62 Fifth Avenue, New York City, New York 10011.

153. ED 015 895

Kitzhaber, Albert. A Sequential Curriculum in Language, Reading, and Composition (Oral and Written), Grades 7 through 12. 1967. EDRS Price: MF-\$0.50 HC-\$4.90. 96pp.

The Oregon Curriculum Study Center, with the cooperation of staff members of the University of Oregon and teachers from seven school systems in Oregon and Washington, have written and tested an experimental curriculum in English for grades 7-12 for approximately the upper 70 percent of students. The curriculum consists of experimental textbooks in language (general linguistic material and transformational grammar), literature, and rhetoric (oral and written composition). A principal objective of the Center was to develop a curriculum characterized by intellectual integrity of content and by an ordered sequence based on concepts relevant to the subject matter being presented. The curriculum in transformational grammar offered no difficulties in this respect, since as a scientific discipline it is rigorously logical and sequential. The literature curriculum is organized around the terms subject, form, and point of view, which, in accordance with Bruner's theory of the spiral, are presented through simple applications in the early years and progressively more complex ones in the later years. The rhetoric curriculum is similarly ordered around the concepts of substance, structure, and style. The Center developed a pattern of retraining teachers so as to equip them to teach new subject matter and employ new teaching methods. It also produced a battery of tests to determine student performance in the new curriculum.

Seventh Grade--Rhetoric

154. ED 010 130

Kitzhaber, Albert. Orientation, Finding and Developing Ideas, Rhetoric of the Sentence, Diction: Rhetoric Curriculum I, Student Version. 1965.
EDRS Price: MF-\$0.50 HC-\$3.00. 60pp.

This student study guide for a seventh-grade rhetoric curriculum suggests activities for (1) an orientation unit to make students aware of language purpose, (2) a unit on finding and developing ideas, (3) a unit on the rhetoric of the sentence, and (4) a unit on diction.

155. ED 010 131

Kitzhaber, Albert. Orientation, Finding and Developing Ideas, Rhetoric of the Sentence, Diction: Rhetoric Curriculum I, Teacher Version. 1965.
EDRS Price: MF-\$0.25 HC-\$2.00. 40pp.

This teacher guide for the seventh-grade rhetoric curriculum is comprised of (1) an orientation unit to make students aware of language purpose, (2) a unit on finding and developing ideas, (3) a unit on the rhetoric of the sentence, and (4) a unit on diction.

156. ED 015 922

Kitzhaber, Albert. Rhetoric Curriculum I: Tests for "Orientation Unit" and "Finding and Developing Ideas, Parts 1, 2, and 3." EDRS Price: MF-\$0.25 HC-\$0.85. 15pp.

These two tests were designed to accompany ED 010 130 and ED 010 131.

157. ED 010 132

Kitzhaber, Albert. Handbook for Seventh- and Eighth-Grade Work in Speech: Rhetoric Curriculum, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$0.85. 15pp.

The teacher handbook for the seventh- and eighth-grade speech curriculum contains discussions of (1) effective and confident speaking, (2) opportunities, assumptions, and speech assignments, (3) criteria for evaluating speech accomplishments, and (4) standards and guidelines for criticizing speeches given by students. An appendix on the use of speech evaluation criteria for teaching listening is provided as well as a bibliography containing 41 references for speech instruction.

Seventh Grade--Literature

158. ED 010 135

Kitzhaber, Albert. Orientation to Literature, Ballads, Orientation, Traditional Ballad, Literary Ballad, Book of Ballads: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.25. 45pp.

This student study guide for the seventh-grade literature curriculum gives background information, questions, and activities for units on: (1) orientation to literature, (2) traditional ballads, and (3) literary ballads. A book of ballad reference is also included.

159. ED 010 136

Kitzhaber, Albert. Orientation to Literature, Ballads, Orientation, Traditional Ballad, Literary Ballad, Book of Ballads: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-\$0.50 HC-\$3.65. 73pp.

This teacher guide for the seventh-grade literature curriculum includes assignment descriptions having easy, medium, and difficult questions and activities. The guide also contains a bibliography and list of recordings suitable for presenting the units on orientation to literature, traditional ballads and literary ballads, and a ballad supplement.

160. ED 015 923

Kitzhaber, Albert. Literature Curriculum I: Tests for "Orientation," "Traditional Ballad," and "The Literary Ballad." EDRS Price: MF-\$0.25 HC-\$1.45. 27pp.

These three tests were designed to accompany ED 010 135 and ED 010 136.

161. ED 010 137

Kitzhaber, Albert. Fables, Parables, Short Stories: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.85. 57pp.

The student study guide for the seventh-grade curriculum on fables, parables, and short stories includes background information, study questions, and exercises for each unit.

162. ED 010 138

Kitzhaber, Albert. Fables, Parables, Short Stories: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.40. 48pp.

This teacher guide for the seventh-grade literature curriculum provides background information, assignment descriptions, and suggested activities and discussions for the units on fables, parables, and short stories.

163. ED 015 294

Kitzhaber, Albert. Literature Curriculum I: Tests for "Short Story," and "Fables, Proverbs, and Parables." EDRS Price: MF-\$0.25 HC-\$1.05. 19pp.

These two tests were designed to accompany ED 010 137 and ED 010 138.

164. ED 010 139

Kitzhaber, Albert. Myths: Literature Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.50 HC-\$3.25. 65pp.

The student study guide for the seventh-grade curriculum on myths includes introductory material on Greek myths, Norse mythology, and American Indian mythology. Study questions, suggested activities, and a reference book of myths is also included.

165. ED 010 140

Kitzhaber, Albert. Myths: Literature Curriculum I, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.55. 51pp.

The teacher guide for the seventh-grade literature curriculum on myths includes background information related to myths of creation, changes in nature, heroes, and adventure. Suggestions for motivating students; appropriate discussion questions, activities, and exercises; and suggested references for supplementary reading are also included.

166. ED 015 925

Kitzhaber, Albert. Literature Curriculum I: Test for "Myths." EDRS Price: MF-\$0.25 HC-\$0.65. 11pp.

This test was designed to accompany ED 010 139 and ED 010 140.

Seventh Grade--Language*

167. ED 010 145

Kitzhaber, Albert. Grammaticality and Phrase Structure Rules 1-12: Language Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.50 HC-\$4.15. 83pp.

This student study guide for the seventh-grade language curriculum includes background information about language purpose and structure and discussions of English sentence structure, English grammar, and symbols of linguistics. Appropriate exercises are included to afford practice with 12 phrase structure rules and their linguistic symbols.

*167, 168, 170 and 171 are also available from NCTE. See Appendix.

168. ED 010 146

Kitzhaber, Albert. Teacher's Manual for Grammaticality and Phrase Structure Rules 1-12: Language Curriculum I. EDRS Price: MF-\$0.50 HC-\$5.25. 105pp.

The guide for teaching grammaticality and phrase structure rules in the seventh-grade language curriculum includes detailed background information, exercises, and questions. Twelve phrase structure rules with linguistic symbols were presented with explanations for use. Appropriate exercises were discussed requiring use of the rules and symbols.

169. ED 015 926

Kitzhaber, Albert. Language Curriculum I: Language Test 1, "Phrase Structure Rules, 1-6" and Language Test 2, "Phrase Structure Rules, 7-12." EDRS Price: MF-\$0.25 HC-\$0.95. 17pp.

These two tests were designed to accompany ED 010 145 and ED 010 146.

170. ED 010 147

Kitzhaber, Albert. Phrase Structure Rules 13-18: Language Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.60. 32pp.

This seventh-grade student guide discusses six phrase structure rules. Linguistic symbols and appropriate instruction and exercises are included. Twelve additional rules were discussed in ED 010 145 and ED 010 146, and a review unit of the 18 phrase structure rules is reported in ED 010 152.

171. ED 010 148

Kitzhaber, Albert. Teacher's Manual for Phrase Structure Rules 13-18: Language Curriculum I. 1965. EDRS Price: MF-\$0.25 HC-\$2.10. 42pp.

The teacher's manual for phrase structure rules 13-18 in the seventh-grade curriculum incorporates discovery techniques and symbology in addition to the 12 phrase structure rules discussed in ED 010 146. A review unit on the 18 phrase structure rules is included in ED 010 152.

172. ED 015 927

Kitzhaber, Albert. Language Curriculum I: Language Test 3, "Phrase Structure Rules, 13-18." EDRS Price: MF-\$0.25 HC-\$0.75. 13pp.

This test was designed to accompany ED 010 147 and ED 010 148.

173. ED 010 149

Kitzhaber, Albert. Varieties of English, Using the Dictionary: Language Curriculum I, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.50. 30pp.

This student study guide for the seventh-grade language curriculum includes background information and related exercises on regional dialects, social dialects, and functional varieties of English. A unit on using the dictionary is described and review materials for each of the two units covered in the guide are included.

174. ED 010 150

Kitzhaber, Albert. Varieties of English, Using the Dictionary: Language Curriculum I, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.80. 36pp.

This teacher guide for the seventh-grade language curriculum contains background information, an annotated bibliography, teaching method descriptions, and exercises for the units on varieties of English and using the dictionary. Related assignments in speech and composition are also included.

175. ED 015 928

Kitzhaber, Albert. Language Curriculum I: Test for "Varieties of English." EDRS Price: MF-\$0.25 HC-\$0.35. 5pp.

This test was designed to accompany ED 010 149 and ED 010 150.

Eighth Grade--Rhetoric

176. ED 010 134

Kitzhaber, Albert. Finding and Developing Ideas, Rhetoric of the Sentence: Rhetoric Curriculum II, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$0.65. 13pp.

This teacher guide for the eighth-grade rhetoric curriculum gives suggestions, background information, and lessons appropriate for: (1) finding and developing ideas, and (2) rhetoric of the sentence.

177. ED 015 929

Kitzhaber, Albert. Rhetoric Curriculum II: Tests for "Finding and Developing Ideas, Parts 1, 2, 3, and 4" and "Finding and Developing Ideas, Parts 5, 6, 7, and 8." EDRS Price: MF-\$0.25 HC-\$0.90. 16pp.

These two tests were designed to accompany ED 010 134.

Eighth Grade--Literature

178. ED 010 141

Kitzhaber, Albert. Literature Reorientation, Travel Literature, Narrative Poetry: Literature Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.05. 41pp.

This student guide for the eighth-grade literature curriculum was designed to include analysis of plot, form, and viewpoint of literature which would appeal to eighth-grade students. Literature passages, study questions, and suggested activities are included for use in units on (1) literature reorientation (reviewing Literature Curriculum I, developed for seventh-grade use), (2) travel literature, and (3) narrative poetry.

179. ED 010 142

Kitzhaber, Albert. Literature Reorientation, Travel Literature, Narrative Poetry: Literature Curriculum II, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.90. 58pp.

This teacher guide for the eighth-grade literature curriculum was designed to develop an analytical approach to literature which appeals to eighth-grade students. Background discussions related to analysis of plot, form, and viewpoint are presented and explanations, study questions, and suggested activities having graded levels of difficulty are included for each unit.

180. ED 015 930

Kitzhaber, Albert R. Literature Curriculum II: Tests for "Reorientation," "Travel Literature," and "Narrative Poetry." EDRS Price: MF-\$0.25 HC-\$1.45. 27pp.

These three tests were designed to accompany ED 010 141 and ED 010 142.

181. ED 010 143

Kitzhaber, Albert. The Novel, the One-Act Play, Nonstoried Forms: Literature Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.50 HC-\$3.55. 71pp.

This student guide for the eighth-grade language curriculum includes studies of chapters from The Call of the Wild and The Pearl and the study of one-act plays (A Night at an Inn and Trifles) in addition to units of study on literature form involving either definition, example, comparison, or contrast. Background information for each unit is discussed and passages graded for difficult, intermediate, and simple assignments are presented with questions and exercises at each level.

182. ED 010 144

Kitzhaber, Albert. The Novel, the One-Act Play, Nonstoried Forms: Literature Curriculum II, Teacher Version. 1965. EDRS Price: MF-\$0.50 HC-\$6.00. 120pp.

This teacher guide for the eighth-grade literature curriculum includes background information and suggestions for literature study. The Call of the Wild and The Pearl are analyzed on a chapter-by-chapter basis and two one-act plays, A Night at an Inn and Trifles, are included for treatment. Three study units are presented which deal with the study of nonstoried forms (definition, example, and contrast and comparison).

183. ED 015 931

Kitzhaber, Albert. Literature Curriculum II: Tests for "The Call of the Wild" and "The Pearl." EDRS Price: MF-\$0.25 HC-\$0.80. 14pp.

These two tests were designed to accompany ED 010 143 and ED 010 144.

Eighth Grade--Language

184. ED 010 151

Kitzhaber, Albert. Review Unit for Phrase Structure Rules: Language Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$0.55. 11pp.

This student guide for the eighth-grade language curriculum is a review unit for 18 phrase structure rules which were to be developed in the seventh-grade language curriculum (ED 010 145 and ED 010 146).

185. ED 010 152

Kitzhaber, Albert. Review Unit for Phrase Structure Rules: Language Curriculum II, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.00. 20pp.

This teacher guide for the eighth-grade language curriculum is to be used to review 18 phrase structure rules and linguistic symbols taught in the seventh-grade curriculum (ED 010 146 and ED 010 148).

186. ED 010 153

Kitzhaber, Albert. Expansion of Phrase Structure Rules and Single-Base Transformations: Language Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.85. 57pp.

This student study manual for the eighth-grade language curriculum is concerned with additional phrase structure rules and single-base transformations and provides explanations, diagrams, and examples for student exercises. (This manual is keyed to the teacher manual--ED 010 154. See also ED 010 151--a guide for 18 phrase structure rules.)

187. ED 010 154

Kitzhaber, Albert. Teacher's Manual for Expansion of the Phrase Structure Rules and Single-Base Transformations: Language Curriculum II. 1965. EDRS Price: MF-\$0.50 HC-\$4.30. 86pp.

This teacher manual for the eighth-grade language curriculum increases the 18 phrase structure rules discussed previously (ED 010 146, ED 010 148, and ED 010 152); it gives background information and guides for units on phrase structure rules, double-base transformations and single-base transformations. It is keyed to the accompanying student's manual--ED 010 153.

188. ED 015 932

Kitzhaber, Albert. Language Curriculum II: Language Test 4, "Expansion of Phrase Structure Rules" and Language Test 5, "Single-Base Transformations." EDRS Price: MF-\$0.25 HC-\$0.75. 13pp.

These two tests were designed to accompany ED 010 153 and ED 010 154.

189. ED 010 155

Kitzhaber, Albert. Double-Base Transformations: Language Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$2.45. 49pp.

This student manual for the eighth-grade language curriculum provides exercises (with instructions and diagrams keyed to the teacher manual--ED 010 156) for the units on conjunctive and embedding transformations.

190. ED 010 156

Kitzhaber, Albert. Teacher's Manual for Double-Base Transformations: Language Curriculum II. 1965. EDRS Price: MF-\$0.50 HC-\$3.35. 67pp.

This teacher manual for the eighth-grade language curriculum presents background information using linguistic symbols in discussions of conjunctive transformations (sentence, subject, and verb conjunctions). Embedding transformations which account for the use of adjectives before nouns and which account for possessive constructions are introduced. Student exercises and suggestions for using them are also included.

191. ED 015 933

Kitzhaber, Albert. Language Curriculum II: Language Test 5, "Double-Base Transformations." EDRS Price: MF-\$0.25 HC-\$0.50. 8pp.

This test was designed to accompany ED 010 155 and ED 010 156.

192. ED 010 157

Kitzhaber, Albert. Sounds of English, Writing Systems: Language Curriculum II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.60. 32pp.

This eighth-grade student guide presents background information on English sounds (consonant and vowel phonemes) and a unit on writing systems concerned with: (1) relationships between speech and writing, (2) types of writing (picture, ideographic, and phonetic), and (3) the history of writing. Instructions, exercises, questions for discussion, and related assignments are also included. (This study guide for students is keyed to the teacher's guide--ED 010 158.)

193. ED 010 158

Kitzhaber, Albert. Writing Systems: Language Curriculum II, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.40. 28pp.

This teacher guide for the eighth-grade language curriculum contains background information stressing the distinction between writing and speech, origins of writing, and the Greek alphabet as the source of all Western alphabets. Suggested teaching methods, answers to student exercises (see student guide--ED 010 157), and an annotated bibliography on the history and applications of writing are also included.

194. ED 010 159

Kitzhaber, Albert. Usage Manual: Language Curriculum I and II, Student Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.90. 38pp.

This student reference manual for the seventh- and eighth-grade language curriculum treats approximately 100 grammar usage items. An accompanying manual is available for teachers (ED 010 160).

195. ED 010 160

Kitzhaber, Albert. Usage Manual: Language Curriculum I and II, Teacher Version. 1965. EDRS Price: MF-\$0.25 HC-\$1.95. 39pp.

This teacher manual on grammar usage contains approximately 100 items which can be profitably treated in the seventh and eighth grade. The contents are arranged alphabetically with a certain amount of cross-references. The manual was built on student knowledge of transformational grammar to integrate it with other aspects of the English curriculum. The accompanying student manual is ED 010 159.

Ninth Grade--Rhetoric

196. ED 010 803

Kitzhaber, Albert. One Day, One Time, One Place: A Unit on Emphasis. It's All in Knowing How: A Unit on Process. Rhetoric Curriculum III, Student Version. EDRS Price: MF-\$0.25 HC-\$2.30. 46pp.

This study guide, the first part of a ninth-grade rhetoric guide, uses the student's past experience in previous rhetoric courses as a basis upon which to expand his knowledge of semantics and emphasis in writing. Examples are provided of the writing of Mark Twain and Charles Dickens and direct the student to answer discussion questions in writing using his imagination to factually describe geographical locations. The second part of the guide emphasizes the clarity of writing necessary to explain a process or an event.

197. ED 010 804

Kitzhaber, Albert. One Day, One Time, One Place: A Unit on Emphasis. It's All in Knowing How: A Unit on Process. Rhetoric Curriculum III, Teacher Version. EDRS Price: MF-\$0.25 HC-\$1.55. 31pp.

Writings of Mark Twain and Charles Dickens are referred to in this teacher's guide in rhetoric as examples for reviewing concepts in writing. In the first part, questions follow each example to lead the student to the conviction that each writer writes from what he knows and to suggest a number of ways in which an author may arrange his material and choose his words to achieve his purpose of communication with the reader. In the second part, the emphasis is on expository writing and speaking, having the student combine description with time-order patterns to describe a process. The purpose of each question unit is outlined, and analysis methods and suggestions for possible direction of discussion are incorporated.

198. ED 015 934

Kitzhaber, Albert. Rhetoric Curriculum III: Test for "One Day, One Time, One Place (Emphasis), Part 1, and It's All in Knowing How (Process), Part 2." EDRS Price: MF-\$0.25 HC-\$0.50. 8pp.

This test was designed to accompany ED 010 803 and ED 010 804.

199. ED 010 805

Kitzhaber, Albert. Words, Meanings, Contexts: A Unit on Semantics. Generally Speaking: A Unit on Generalization. Flight of Fancy: A Unit on Imagined Point of View. Rhetoric Curriculum III, Student Version. EDRS Price: MF-\$0.25 HC-\$2.70. 54pp.

Studies of semantics, formation of generalizations, and points of view are combined in this three-part study guide for ninth-graders to provide a sound understanding of rhetoric. In the first part, exercises which place words in different contexts are used to show the range of meanings possible for single words. The second part outlines exercises intended to help students relate stated facts to more general and inclusive statements and to provide a logical basis for forming generalizations and qualifications as well as establishing support for them. The third part presents assignments designed to acquaint the student with imagined points of view, human and nonhuman. Such points of view are illustrated through examples of both poetry and prose.

200. ED 010 806

Kitzhaber, Albert. Words, Meanings, Contexts: A Unit on Semantics. Generally Speaking: A Unit on Generalization. Flight of Fancy: A Unit on Imagined Point of View. Rhetoric Curriculum III, Teacher Version. EDRS Price: MF-\$0.25 HC-\$2.70. 54pp.

Exercises and writing assignments to help students interpret meaning when they read and to make meanings clear and precise when they write or speak form the basis for the instructions suggested in this three-part teacher's curriculum guide on rhetoric for ninth-graders. The first part deals with words, meanings, and contexts and emphasizes semantics as a way to help students write clearly and precisely. The second part deals with principles of forming generalizations. Questions for discussion and assignments for speaking are intended to help the student describe phenomena. Analysis of structural patterns and styles appropriate to different speaking purposes are provided in the exercises. The third part deals with ways and purposes of writing and discussing different points of view. The exercises provide a somewhat less rigid writing experience than the previous materials which demanded conformity to exacting styles and definitions. The exercises are also intended to remind the student, by stimulating his imagination, of the gains possible by respecting other points of view.

Ninth Grade--Literature

201. ED 010 811

Kitzhaber, Albert. "Roughing It," "The Old Man and the Sea," Short Stories. Lyric Poetry. Literature Curriculum III, Student Version. EDRS Price: MF-\$0.50 HC-\$3.55. 71pp.

This student guide for the ninth-grade literature curriculum provides introductions, discussion questions, and suggestions for compositions, exercises, and related reading for Twain's Roughing It, Hemingway's The Old Man and the Sea, four short stories, and 20 lyric poems. The short stories included were (1) "The Monkey's Paw" by W. W. Jacobs, (2) "Paul's Case" by Willa Cather, (3) "The Cask of Amontillado" by Poe, and (4) "Haircut" by Ring Lardner.

202. ED 010 812

Kitzhaber, Albert. The Old Man and the Sea; Short Stories; Poems. Literature Curriculum III, Teacher Version. EDRS Price: MF-\$0.50 HC-\$4.10. 82pp.

This teacher version for the ninth-grade literature curriculum provides guidelines for teacher and class under the headings of subject, form, and point of view. Discussion of each work is initiated through these guidelines, and each work is explained and appropriate literary concerns pointed out and expanded for possible classroom discussion. The works covered are Twain's Roughing It, Hemingway's The Old Man and the Sea, four short stories, and 20 lyric poems.

203. ED 015 935

Kitzhaber, Albert. Literature Curriculum III: Tests for "The Old Man and the Sea," "Roughing It," and "The Short Story." EDRS Price: MF-\$0.25 HC-\$0.90. 16pp.

These three tests were designed to accompany ED 010 811 and ED 010 812.

204. ED 015 896

Kitzhaber, Albert. Lyric Poetry. Literature Curriculum III. Revised Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.70. 52pp.

Through a close look at 18 selected lyric poems, this two-part ninth-grade unit distinguishes the lyric from other kinds of poetry. Part 1 deals with the technical devices of poetic language, the poet's personal reflections on his experiences, and the different tones, attitudes, and subjects seen in the poems of Dickinson, Frost, Keats, Housman, and others. Part 2 considers different interpretations of a common theme--the journey--and its significance for such poets as Yeats, Longfellow, Poe, and Masefield. Each part includes some of the poems, explications of each of the poems, study questions, composition assignments, and teaching suggestions. A test designed to accompany the unit, "Introduction to Lyric Poetry," is appended.

205. ED 010 813

Kitzhaber, Albert. Legends of King Arthur. Literature Curriculum III, Student Version. EDRS Price: MF-\$0.50 HC-\$4.10. 80pp.

This student guide for the ninth-grade literature curriculum provides reproductions of selected legends along with an introduction, study questions, and a passage from Malory's "Le Morte D'Arthur" in the original language of the first (1485) edition.

206. ED 010 814

Kitzhaber, Albert. Legends of King Arthur. Literature Curriculum III, Teacher Version. EDRS Price: MF-\$0.25 HC-\$0.90. 18pp.

The teacher guide for the ninth-grade study of the Legends of King Arthur provides an enlarged and more detailed introduction than was provided for the student version. Study questions and answers, writing assignments, and suggested readings are also provided.

207. ED 015 936

Kitzhaber, Albert. Literature Curriculum III: Test for "Legends of King Arthur." EDRS Price: MF-\$0.25 HC-\$0.50. 8pp.

This test is intended to accompany ED 010 813 and ED 010 814.

208. ED 010 815

Kitzhaber, Albert. The Merchant of Venice. Literature Curriculum III, Student Version. EDRS Price: MF-\$0.25 HC-\$1.15. 23pp.

This ninth-grade student guide for The Merchant of Venice presents several alternate approaches for understanding the play. A major emphasis is placed on questions related to specific acts and scenes, the characters in the drama, and the play as a whole.

209. ED 010 816

Kitzhaber, Albert. Merchant of Venice. Literature Curriculum III, Teacher Version. EDRS Price: MF-\$0.25 HC-\$1.45. 29pp.

The teacher guide for the ninth-grade study of The Merchant of Venice suggests principles for framing questions and guiding classroom discussion. It does not, however, serve as a base for preparing a lecture or series of lectures. Teachers are expected to use the guide to facilitate intelligent reading and interpretation and to stimulate interest in the play and its content.

210. ED 015 937

Kitzhaber, Albert. Literature Curriculum III: Test for "The Merchant of Venice." EDRS Price: MF-\$0.25 HC-\$0.45. 7pp.

This test was designed to accompany ED 010 815 and ED 010 816.

211. ED 010 825

Kitzhaber, Albert. Reorientation: "The Open Boat." Literature Curriculum III, Student Version. EDRS Price: MF-\$0.25 HC-\$1.50. 30pp.

A short story, Stephen Crane's "The Open Boat," and suggestions for study of the story are presented in study guide for ninth-grade. One study technique presented, called "The Exploded Diagram," involves separating the story's content into such single elements as subject, form, and point of view and expanding each element for detailed examination. It is suggested that this kind of analysis could provide better understanding of the total story and its parts.

212. ED 010 826

Kitzhaber, Albert. Reorientation: "The Open Boat." Literature Curriculum III, Teacher Version. EDRS Price: MF-\$0.25 HC-\$0.65. 13pp.

In this teacher's guide for ninth-grade English classes, an approach to the analysis of Stephen Crane's "The Open Boat" is outlined. The approach emphasizes development of student understanding of the story's subject, form, and point of view. This approach incorporates the principles of analysis of literature that were introduced in the Oregon schools in the seventh and eighth grades. Comparisons with previous styles, subjects, and symbolism are suggested, as well as particular references to questions of "Man, Nature, and Other Men."

213. ED 010 827

Kitzhaber, Albert. The Fair Maid of Astolat. Literature Curriculum III. EDRS Price: MF-\$0.25 HC-\$0.80. 16pp.

This student guide for the ninth-grade study of "The Fair Maid of Astolat" is built on the myth which recounts the tale of the incognito Sir Launcelot and his part in a tournament and his meeting with the Fair Maid, Elaine.

Ninth Grade--Language

214. ED 010 823

Kitzhaber, Albert. Lexicography. History of English, Part One. Language Curriculum III, Student Version. EDRS Price: MF-\$0.25 HC-\$2.20. 44pp.

Outlines of the need for and uses of Lexicography and a History of the English Language, Part 1, are combined in this curriculum guide for ninth-grade students. The first section, the outline on lexicography, gave a brief history of dictionary compilation and describes the need for dictionaries and their uses. Ways are suggested for students to compile their own word-notebooks or abbreviated dictionary lists so that they might understand the

difficulty and skills required for defining new terms, expanding or limiting definitions to meet changing usages, and analyzing patterns of definition. The guide's second section comments on the history and changes of the English language. Examples from writings of Chaucer, Shakespeare, and Benjamin Franklin are given. The early modern English of Shakespeare exemplified in The Merchant of Venice is compared to and contrasted with today's modern English, comparing vocabulary, word losses, shifts in meaning, and grammar forms. Shakespearean English was chosen for study because of Shakespeare's widespread and enduring popularity, the comparative ease of reading by a modern audience, and the standardization in the English language that occurred in London in the early 17th century. Various student exercises that combine lexicography with studies of literature and the English language are suggested throughout the guide.

215. ED 010 829

Kitzhaber, Albert. Review: Expansion of Transitive Verbs, Determiners, More about Questions, and the Negative. Language Curriculum III, Student Version. EDRS Price: MF-\$0.18 HC-\$3.70. 74pp.

Various forms of phrase structure rules and expansion and the single-base and double-base transformations are included as an introduction to this grammar review guide for ninth-graders. The review covers indirect object verbs, transitive verbs, determiners, definite and indefinite articles, imperatives, negatives, and contractions and is based on the structural techniques taught in earlier courses. The guide includes written exercises and explanations for all sections of the review.

216. ED 010 830

Kitzhaber, Albert. Teacher's Manual for Review: Expansion of Transitive Verbs, Determiners, More about Questions, and the Negative. Language Curriculum III. EDRS Price: MF-\$0.50 HC-\$5.65. 113pp.

Suggestions are offered in this teacher's guide for various approaches in reviewing grammar previously presented to ninth-grade students. The grammar review covers phrase structure rules, transitive verbs, determiners, interrogatives, and negatives. While the exercises in the student version are meant to be written, the teacher's guide consistently suggests oral discussion and visual demonstration by the teacher to determine how much students remember from previous courses and where they would probably need help. The purpose of the review, as well as the learning exercises, is not only to have the students gain an understanding and an appreciation for the complexities of grammar but to have the students realize that underneath the complexities there are quite simple generalizations which account for them.

217. ED 015 938

Kitzhaber, Albert. Language Curriculum III: Tests for "More about Questions," "The Negative," "Expansion of Transitive Verbs," and "Determiners." EDRS Price: MF-\$0.25 HC-\$2.15. 41pp.

These four tests are intended to accompany ED 010 829 and ED 010 830.

Tenth Grade--Rhetoric

218. ED 010 807

Kitzhaber, Albert. Some Achieve Greatness: A Review Unit. It's Like This: A Unit on Metaphor and Analogy. See What I Mean: A Unit on Connotation. Rhetoric Curriculum IV, Student Version. EDRS Price: MF-\$0.25 HC-\$2.40. 48pp.

This student guide for the tenth-grade rhetoric curriculum contains three units: (1) generalization and support, (2) metaphor and analogy, and (3) semantics. Lessons dealing with prose models contain introductions, study questions, exercises for study, and writing assignments.

219. ED 010 808

Kitzhaber, Albert. Some Achieve Greatness: A Review Unit. It's Like This: A Unit on Metaphor and Analogy. See What I Mean: A Unit on Connotation. Rhetoric Curriculum IV, Teacher Version. EDRS Price: MF-\$0.25 HC-\$1.40. 28pp.

The teacher version of this tenth-grade rhetoric curriculum guide presents suggestions for discussions, exercises, and writing assignments for units on (1) generalization and support, (2) metaphor and analogy, and (3) semantics.

220. ED 015 897

Kitzhaber, Albert. Some Achieve Greatness. Rhetoric Curriculum IV, Revised Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$1.90. 36pp.

Students are asked to consider the idea of the hero in this tenth-grade rhetoric unit. Emphasis is on (1) the inductive process of arriving at a generalization, (2) the problems of definition, including qualification and comparison, and (3) the processes of selectivity and revision. Literary selections used are Beowulf, The Diary of Anne Frank, Time magazine's obituary story on Sergeant Alvin C. York, Paul Gallico's story about Lou Gehrig, and two newspaper stories about a man who saved the lives of two college students. Study questions and writing assignments check the students' understanding and application of concepts studied in the unit. A test designed to accompany this unit is appended.

221. ED 010 809

Kitzhaber, Albert. Decisions, Decisions: A Unit on Deduction. It Rings True: A Unit on Plausibility. Rhetoric Curriculum IV, Student Version. EDRS Price: MF-\$0.25 HC-\$2.10. 42pp.

This student guide for the tenth-grade rhetoric curriculum contains two units: (1) deduction, and (2) plausibility. The unit on deduction presents lessons on assumptions, patterns of deductive thinking, facts, and value judgments. The unit on plausibility gives the student the opportunity to try his hand at imaginative writing in which his problem is to maintain credibility within the framework of the imagined situation. Prose models are supplied for both sections.

222. ED 010 810

Kitzhaber, Albert. Decisions, Decisions: A Unit on Deduction. It Rings True: A Unit on Plausibility. Rhetoric Curriculum IV, Teacher Version. EDRS Price: MF-\$0.25 HC-\$2.25. 45pp.

This teacher guide for the tenth-grade unit on deduction gives detailed lessons and exercises dealing with assumptions, patterns of deductive thinking, facts, and value judgments. In the unit on plausibility, detailed discussions and suggested writing assignments are given on the substance, structure, style and purpose of prose models.

223. ED 015 939

Kitzhaber, Albert. Rhetoric Curriculum IV: Test for "Decisions, Decisions." EDRS Price: MF-\$0.25 HC-\$0.45. 7pp.

This test was designed to accompany ED 010 809 and ED 010 810.

Tenth Grade--Literature

224. ED 010 817

Kitzhaber, Albert. Julius Caesar. Plutarch's Lives. Autobiography. Literature Curriculum IV, Student Version. EDRS Price: MF-\$0.50 HC-\$3.75. 75pp.

This 10th-grade student guide poses some questions and clarifies others on Shakespeare's Julius Caesar and presents short selections from Plutarch's Lives (on Caesar, Brutus, and Mark Antony) with accompanying discussion questions. A unit of autobiographical readings of early life experiences is also outlined. By presenting both the play Julius Caesar and biographies related to historical characters in that play, the guide provides students an opportunity to consider differences between historical and dramatic writings pertinent to the same historical events. In addition, the guide allows the student to compare writing style between the biographies of Plutarch and the autobiographical sketches in the guide's final section.

225. ED 010 818

Kitzhaber, Albert. Julius Caesar. Plutarch's Lives. Autobiography. Literature Curriculum IV, Teacher Version. EDRS Price: MF-\$0.50 HC-\$4.05. 81pp.

This 10th-grade English curriculum guide is designed to assist teachers in the presentation of an enriched reading and study program of Shakespeare's Julius Caesar, giving some attention to Plutarch's biographies of Caesar, Brutus, and Mark Antony which bear directly on Shakespeare's play. An instructional unit on "Autobiography" is included with study questions and writing assignments designed for teacher use in helping students relate their own life experiences to those of prominent literary artists.

226. ED 015 940

Kitzhaber, Albert. Literature Curriculum IV: Tests for "Julius Caesar" and "Autobiography." EDRS Price: MF-\$0.25 HC-\$1.00. 18pp.

These two tests were designed to accompany ED 010 817 and ED 010 818.

227. ED 010 819

Kitzhaber, Albert. Twentieth Century Lyrics. Science and Poetry. Literature Curriculum IV, Student Version. EDRS Price: MF-\$0.25 HC-\$2.95. 59pp.

This curriculum guide for 10th-grade students deals with 20th-century lyric poetry and the comparison between scientific and poetic writings. A historical introduction precedes presentation of the material in both sections. Suggestions, exercises, and composition topics are also presented.

228. ED 010 820

Kitzhaber, Albert. Twentieth Century Lyrics. Science and Poetry. Literature Curriculum IV, Teacher Version. EDRS Price: MF-\$0.50 HC-\$3.55. 71pp.

This teacher guide for the 10th-grade literature curriculum presents bibliographical and biographical information, teaching methods, suggestions, exercises, and composition topics for two units: (1) 20th-century lyric poetry, and (2) the comparison between scientific and poetic writing.

229. ED 015 941

Kitzhaber, Albert. Literature Curriculum IV: Tests for "Twentieth Century Lyrics" and "Science and Poetry." EDRS Price: MF-\$0.25 HC-\$0.85. 15pp.

These two tests were designed to accompany ED 010 819 and ED 010 820.

230. ED 010 821

Kitzhaber, Albert. Huckleberry Finn. Dr. Jekyll and Mr. Hyde. Short Stories. Literature Curriculum IV, Student Version. EDRS Price: MF-\$0.25 HC-\$2.65. 53pp.

This student guide for the 10th-grade literature curriculum presents study questions, exercises, and writing assignments for Huckleberry Finn, Dr. Jekyll and Mr. Hyde, and three short stories. The short stories are (1) "The Country of the Blind" by H. G. Wells (complete text), (2) "A Double-Dyed Deceiver" by O. Henry, and (3) "A Mystery of Heroism" by Stephen Crane (complete text). Study questions, suggested exercises, and writing assignments are provided. The teacher version is ED 010 822.

231. ED 010 822

Kitzhaber, Albert. Huckleberry Finn. Dr. Jekyll and Mr. Hyde. Short Stories. Literature Curriculum IV, Teacher Version. EDRS Price: MF-\$0.50 HC-\$3.15. 63pp.

This teacher guide for the 10th-grade literature curriculum provides biographical and bibliographical information, thematic explanations, student questions, teaching suggestions, and composition topics for Huckleberry Finn, Dr. Jekyll and Mr. Hyde, and four short stories. The short stories are (1) "The Apple Tree" by John Galsworthy, (2) "The Country of the Blind" by H. G. Wells, (3) "A Double-Dyed Deceiver" by O. Henry, and (4) "A Mystery of Heroism" by Stephen Crane.

232. ED 015 942

Kitzhaber, Albert. Literature Curriculum IV: Tests for "Huckleberry Finn" and "Dr. Jekyll and Mr. Hyde." EDRS Price: MF-\$0.25 HC-\$0.85. 15pp.

These two tests were designed to accompany ED 010 821 and ED 010 822.

233. ED 015 898

Kitzhaber, Albert. Short Stories. Literature Curriculum IV, Revised Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$4.15. 81pp.

The interrelationship of subject, form, and point of view, with emphasis on the last, is the concern of this 10th-grade literature unit. Background information, study and discussion questions, and suggested activities and writing assignments are provided for six short stories representing varied points of view: (1) H. G. Wells' "The Country of the Blind," (2) O. Henry's "A Double-Dyed Deceiver," (3) Stephen Crane's "A Mystery of Heroism," (4) Ambrose Bierce's "Jupiter Doke, Brigadier General," (5) Allan Sillitoe's "On Saturday Afternoon," and (6) Wallace Stegner's "Butcher Bird."

234. ED 010 828

Kitzhaber, Albert. The Odyssey. Literature Curriculum IV, Teacher Version. EDRS Price: MF-\$0.09 HC-\$1.55. 31pp.

This teacher guide for the 10th-grade study of The Odyssey presents a complete explanation of the work and a discussion of the epic tradition, of which it is representative. This unit departs from the pattern of other literature curriculum guides by presenting only a teacher version to see how well grade 10 students handle a work in its entirety without study aids.

235. ED 015 943

Kitzhaber, Albert. Literature Curriculum IV: Test for "The Odyssey." EDRS Price: MF-\$0.25 HC-\$0.50. 8pp.

This test was designed to accompany ED 010 828.

Tenth Grade--Language

236. ED 010 824

Kitzhaber, Albert. History of English, Part 2. Language Curriculum IV, Student Version. EDRS Price: MF-\$0.25 HC-\$1.35. 27pp.

A discussion of the history of the English language is continued (Part 1, 9th grade, is ED 010 823) to give the 10th-grade student an accurate picture of the English language at an important stage in its development. The time chosen is the 17th century, and the example is Shakespeare's Julius Caesar. This play is used as an example because of the widespread and enduring popularity of Shakespeare's works, as well as the relative ease of reading such works by a modern audience. (These works also exemplify in their style, grammar, and language a period of standardization of Modern English.) Vocabulary, meaning, grammar, and pronunciation changes are illustrated between the early Modern English of Shakespeare and the English of today, and related student exercises are suggested. This introduction to "History of English" not only deals with changes affecting the present English language but serves as an introduction to the Middle English of Chaucer which is to be studied in a subsequent unit.

237. ED 010 831

Kitzhaber, Albert. Teacher's Manual for Introduction, the Reason Adverb, Complement Verbs, Review of Embedding and Conjunctive Transformations, That-Noun Clauses, the Imperative. Language Curriculum IV. EDRS Price: MF-\$0.50 HC-\$4.05. 81pp.

This teacher guide for the 10th-grade language curriculum explains and amplifies facets of grammar introduced before the tenth grade. In addition, phrase structure rules are introduced, and a review section is included. Also included are suggested methods for helping students who have difficulty with some sections, especially those which deal with complements.

238. ED 010 832

Kitzhaber, Albert. Introduction, the Reason Adverb, Complement Verbs, Review of Embedding and Conjunctive Transformations, That-Noun Clauses, and the Imperative. Language Curriculum IV, Student Version. EDRS Price: MF-\$0.50 HC-\$3.40. 68pp.

Rewrite or phrase structure rules and transformation rules of grammar are featured in this 10th-grade student grammar guide. The phrase structure rules define ways to rewrite or substitute one symbol for another until an underlying, or kernel, sentence is formed. The transformation rules describe the ways that these kernel sentences can be changed. In this guide, these approaches are applied to the "reason" adverb, complement verbs, "embedding" and conjunctive transformations, "that-noun" clauses, and the imperative.

239. ED 015 944

Kitzhaber, Albert. Language Curriculum IV: Tests for "That-Noun Clauses," "Review of Embedding and Conjunctive Transformations," "Complement Verbs," and "Imperative." EDRS Price: MF-\$0.25 HC-\$1.70. 32pp.

These four tests were designed to accompany ED 010 831 and ED 010 832.

Eleventh Grade--Rhetoric

240. ED 015 899

Kitzhaber, Albert. Introduction to Curriculum V: Literature, Language, Rhetoric. Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.15. 41pp.

A rationale is provided in this introduction for an 11th-grade English curriculum in literature, language, and rhetoric. The section on literature justifies a spirally developed curriculum, an inductive teaching method, and an analytical approach to plays, poems, and fictional works and emphasizes the interdependence of form and content. In addition to a discussion of the characteristics peculiar to human communication, the language section indicates the need to learn how man organizes his concepts into a language system and how tools of that system can be used to create and understand sentences. The rhetoric section explores the nature of effective communication, with particular emphasis on the art of persuasion.

241. ED 015 900

Kitzhaber, Albert. Speech Manual. Rhetoric Curriculum V, Student Version. EDRS Price: MF-\$0.75 HC-\$6.55. 129pp.

This manual is a reference aid for 11th-grade students preparing speaking assignments. Chapter 1, "The Physiology of Speech," contains information on the speech organs and their functions in the production of sounds. The main points of Robert's Rules of Order are outlined in Chapter 2. Chapter 3 gives attention to outlining and to preparing introductions and conclusions for a speech. Chapter 4, "Speeches for Specific Purposes," analyzes the special problems characteristic of speeches which inform, persuade, entertain, or are for special occasions. Types of speaking--interviewing, impromptu speaking, oral interpretation, and choral speaking--are discussed in Chapter 5, and in Chapter 6 methods of analysis and evaluation of speeches are explained. The latter chapters include model situations, suggestions for speeches, and exercises in the application of instructional material. An appendix contains model speeches, selections for oral interpretation, and an annotated list of recommended recordings.

242. ED 015 901

Kitzhaber, Albert. Opinion in Writing and Speaking. The Audience. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$4.30. 84pp.

Greater precision in thinking and in persuading through argumentation are the concerns of these two 11th-grade units. The first, "Opinion in Writing and Speaking," attempts to guide the student to a defined opinion or thesis as a first step towards effective, rational, sustained expression. This unit contains four lessons--(1) arriving at an opinion, (2) separating opinion from fact, (3) separating opinion from assertion, and (4) writing honestly. By confronting the study with literary examples and specific situations close to his own experience, the second unit, "The Audience," guides the student to an awareness of an audience and the necessity of taking it into account in the rhetorical process. Lessons in this unit lead the student to consider the knowledge and interests of the specific audience he is addressing. The student version of these units contains introductions, discussion questions, exercises, and writing and speaking assignments. The teacher version provides rationales and teaching guidance for the materials. A test designed to accompany the unit, "The Audience," is appended.

243. ED 015 902

Kitzhaber, Albert. Persuasion. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$5.75. 113pp.

This 11th-grade rhetoric unit presents the problems involved in choosing the most effective and persuasive way of articulating an idea. Lesson 1 of the unit, "Sound Reasons," explains deductive and inductive logical proofs. Lesson 2, "What's the Evidence," attempts to help the student understand the uses of evidence and the problems of using it and sets up evaluative techniques for different kinds of evidence. Lesson 3, "The Power to Move," considers the proper use of the psychological or emotional appeal to accomplish desirable ends, and Lesson 4, "Who Says So," elaborates the conditions under which personal proof is an effective persuasive instrument. The student version contains introductory explanations of materials, commentaries and exercises on texts and problem situations, discussion questions, and speaking and writing assignments. The teacher version contains instructional aids and suggestions for assignments and presentation of materials. A test designed to accompany the unit is appended.

244. ED 015 903

Kitzhaber, Albert. The American High School Student Today: A Casebook and a Guide to Research. Rhetoric Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.80. 54pp.

In this final unit of the grade 11 rhetoric curriculum, students are asked to apply what they have learned in earlier units by writing a research paper based on readings from diverse sources but unified in theme--"The American High School Student Today." The casebook which is provided lists readings

on the theme and makes suggestions for papers using either only the casebook readings or the casebook and additional outside research. The unit also provides a research guide which contains information on the nature of research, plagiarism, the presuppositions of research, fact-finding, the reliability of opinions, thesis development, and form for footnotes and bibliographies. The emphasis of this unit, however, is on basic problems of research and not on matters of format. The teacher version contains a brief introduction to the unit which elaborates its aims and emphases and provides suggestions for guiding students' discussion of the casebook material and writing of the research paper.

Eleventh Grade--Literature

245. ED 015 904

Kitzhaber, Albert. Poetry: Part 1, "A Way of Saying," Part 2, "Search for Order." Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$5.60. 110pp.

This poetry unit for 11th-graders illustrates how verse structure and poetic techniques contribute to a poem's meaning. In Part 1, imagery, metaphor, symbolism, irony, paradox, and musical and rhythmical sound patterns are discussed as ways of saying the "unsayable" and of reinforcing the meaning and mood of the poem. The poems of such artist-craftsmen as Donne, Housman, Dickinson, and Hopkins are used to clarify these poetic devices. Part 2 is designed to broaden student understanding of how the separate poetic devices work together with the content of the poem to make a work of art. Some of the lyric poems of Donne and Blake, the sonnets of Shakespeare, Auden, and Wordsworth, and the dramatic monologues of Browning, Tennyson, and Eliot are reprinted to provide students with experience in analyzing poetry. An explication and inductive questions accompany each poem. Two tests designed for this unit are appended.

246. ED 015 905

Kitzhaber, Albert. Prose Fiction: Short Story, Novel. Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.75 HC-\$9.10. 180pp.

The basic conventions that shape the creation of the short story and the novel are examined in this 11th-grade literature unit. The section on the short story illustrates narrative fiction form through the short stories of Forster, Jackson, Steinbeck, Thurber, Poe, McCullers, Hawthorne, Mansfield, Salinger, Steele, and Collier. Emphasized in each story's interpretation is an understanding of the traditional form requirements unique to the short story genre and of the particular limitations imposed upon the writer by this form. The section on the novel illustrates the range of prose fiction through three novels chosen for analysis: The Scarlet

Letter, The Great Gatsby, and The Mayor of Casterbridge. Each novel is discussed as a whole, analyzed chapter by chapter for closer textual reading, and compared with other works studied. Both sections include inductive discussion questions and writing assignments designed to clarify the student's understanding of subject, character development, setting, symbol, style, tone, form, and point of view. Texts of the short stories and novels are not included. Five tests designed to accompany this unit are appended.

247. ED 015 906

Kitzhaber, Albert. The Narrative Mode. Literature Curriculum V, Teacher Version. EDRS Price: MF-\$0.25 HC-\$0.90. 16pp.

The narrative mode can best be understood through a study of the conventions which shape a story's form and substance. Of particular importance in perceiving the intention of the narrative is to look at the convention of point of view--the "documentary," "first-person-singular," "omniscient-author," "middle-ground," and "stream-of-consciousness." Also controlling the way the story is told are such conventions of style and subject as the flashback, withheld information, and character schematization and development. An understanding of the distinguishing characteristics of the subtypes of the mode--the realistic novel, the non-realistic romance, the Romance-Gothic, the tale or short story, and a creative amalgam of the novel and romance forms--and an awareness of the circumstances under which writers use these forms can further clarify the storyteller's intentions.

248. ED 015 907

Kitzhaber, Albert. On Teaching Poetry. Literature Curriculum V, Teacher Version. EDRS Price: MF-\$0.25 HC-\$0.45. 7pp.

To help students enjoy poetry--essentially an "unteachable" experience--the teacher should approach the teaching of poetry through a descriptive analysis of individual poems rather than primarily through an emphasis on the poem's historical period, national origin, or thematic content. The devices which give poetry its special rhythmic and imaginative character should be examined by surveying a generous number of examples of poems. A further understanding of the nature of poetry can be achieved by comparing it to verse and to other kinds of writing. Writing exercises should be assigned which allow students to apply the poetic devices they have studied while creating their own poetry.

249. ED 015 908

Kitzhaber, Albert. The Dramatic Mode. Literature Curriculum V, Teacher Version. EDRS Price: MF-\$0.25 HC-\$0.75. 13pp.

Distinctions between the narrative and dramatic modes can best be understood by emphasizing what it means to think and create dramatically. Although books (which are read) and plays (which are seen) treat plot, character, and setting similarly, conventions that particularly distinguish theatrical form

are: (1) the authenticating reality of the actor's physical presence and first person point of view, (2) the public interaction of playwright, actors, and audience, (3) audience perspective, (4) dramatic time, and (5) such dramatic conventions as the disguise or mask, the sustained motif of either physical or psychological combat, the physical conventions of set and costume, exposition and description through dialogue, and such structural devices as the curtain. The genres of tragedy and comedy can best be distinguished from each other by their intention. The tragic plot is characterized primarily by the protagonist's increasing isolation from society, whereas in the comic plot the protagonist is increasingly integrated with society or a new society is created to accommodate his goals. In the dramatic treatment of the conflict of ideas, Shaw and Ibsen have created an amalgam of the realistic and romantic, of the real and the symbolic, which has profoundly affected the modern theatre.

250. ED 015 909

Kitzhaber, Albert. Drama: Tragedy (Oedipus, Macbeth, Ghosts), Comedy (The Rivals, Major Barbara). Literature Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$5.40. 106pp.

Tragic and comic forms of drama are explored in this two-part 11th-grade literature unit. A section on tragedy, treating three plays, emphasizes structural divisions, conventions, and subject matter peculiar to this type of drama. Following a discussion of the classical Greek theatre and the Aristotelian view of tragedy, the form and theme of Oedipus the King are analyzed. Notes on Macbeth illustrate the conventions of the five-act Shakespearean play and explicate the play's plot structure, thematic motifs, poetry, use of dramatic irony, and the cause-effect motivations dictating tragic action. To help make modern tragedy intelligible, Shakespearean and classical Greek tragedies are compared to Ibsen's Ghosts, a tragedy of the common man. In the second section, the nature of comedy is contrasted with the nature of tragedy, and Sheridan's The Rivals is analyzed as a classic example of the 18th-century Comedy of Manners. In addition, Shaw's Major Barbara is treated for its place in the history of English drama and for its presentation of controversial ideas. A discussion of the text and study questions are provided for each play.

Grade 11--Language

251. ED 015 910

Kitzhaber, Albert. The Theory of Deep Structure. Language Curriculum V, Student Version. EDRS Price: MF-\$0.25 HC-\$1.20. 22pp.

An explanation of the theory of deep structure as it serves to describe the English language simply, consistently, and completely constitutes this language unit for 11th-graders. Presupposing the student's knowledge of phrase structure and transformational rules, the concept of deep structure

is illustrated in the imperative and passive sentence forms, and exercises are provided for student practice in noting the derivations of and the relationships among such sentences. Brief sections deal with nominalizations, ambiguities, and deletions in the theory of deep structure.

252. ED 015 911

Kitzhaber, Albert. Adverbials. Language Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.60. 50pp.

This 11th-grade language unit on adverbials is designed to show that the transformation which accounts for the embedding of relative clauses also explains the presence of adverbial clauses, thereby reinforcing the principle that there are general rules which explain economically many complex language structures. The teacher version for the unit contains introductory material covering (1) adverbial prepositional phrases of manner, instrument, location, direction, reason, frequency, and duration, (2) the embedding of adverbial clauses in adverbial phrases, and (3) the ability of transformational grammar to explain structural ambiguity. This is followed by an answer key to the exercises contained in the student version. Following a brief introductory review of basic phrase structure rules for the manner adverbial, the student version contains major discussions on expansion of phrase structure rules, on adverbial phrases containing relative clause embeddings, and on the syntactical order of adverbials. Exercises in constructing branching diagrams for sentences containing various types of adverbs are appended to the first of these discussions.

253. ED 015 912

Kitzhaber, Albert. Derived Adjectives. Language Curriculum V, Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.60. 50pp.

This derived-adjective unit for 11th-graders explains the underlying structure of some words ending in "-ing" and "-en" which are derived from verbs and used in noun phrases. The teacher version contains a short overview of the unit and answers to the exercises in the student version. The latter contains explanations and exercises relative to (1) the simple embedding of an "-ing" word plus an intransitive verb, (2) the derivation of an "-ing" word plus a transitive animate verb from another sentence before the derived word is preposed in a noun phrase, (3) the simple embedding of an "-en" word plus a transitive verb which is derived from the passive, and (4) the derivation of an "-en" word plus a transitive verb from another sentence before the derived word is preposed in a noun phrase.

Twelfth Grade--Introduction

254. ED 015 913

Kitzhaber, Albert. Introduction to Curriculum VI: Literature, Language, Rhetoric. Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$1.55. 29pp.

This overview of the Oregon Curriculum Study Center's English Program for grade 12 devotes separate sections to literature, language, and rhetoric. Each section contains a review of the emphases, aims, and material covered in grades 7-11 and an introduction to the grade 12 curriculum. The literature and rhetoric sections describe the areas of consideration and the purpose of each 12th-grade unit, whereas the language section contains a general description of the year's language study. Both a teacher and a student version of this introductory guide are available.

Twelfth Grade--Rhetoric

255. ED 015 914 .

Kitzhaber, Albert. The Personal Voice. The Rhetoric of Literature. Rhetoric Curriculum VI, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$6.10. 120pp.

The subject of style is treated generally and specifically in these two rhetoric units for 12th-graders. The first unit, "The Personal Voice," focuses on the many choices a writer must make in writing meaningfully about his own experience and complements another 12th-grade unit, "Elements of Style." Examples of writing using the personal voice are analyzed to illustrate means of finding an appropriate style and voice. Writing assignments encourage students to examine their own personal experiences by keeping informal journals and using them in the preparation of essays. The second unit, "The Rhetoric of Literature," examines the rhetorical strategies used by authors in presenting convincing imagined worlds. Among literary examples analyzed are Hawthorne's "Rappaccini's Daughter," Bryant's "Thanatopsis," Dickinson's "After Great Pain a Formal Feeling Comes," "The Parable of the Unmerciful Servant" from the Bible, and Bret Harte's "The Outcasts of Poker Flat." The student version contains study and discussion questions, texts of the above works, and suggestions for writing assignments. The teacher version includes background information, suggestions for teaching procedures, and supplementary assignments.

256. ED 015 915

Kitzhaber, Albert. The World of the Writer (Revised Version). The Elements of Style. Rhetoric Curriculum VI, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$4.55. 89pp.

These two units for 12th-graders introduce style as the unifying concept of the year's rhetoric study. The first, "The World of the Writer," reviews concepts taught in previous years and focuses on the processes of conscious selection and purposeful shaping of material. Lessons provided are: (1) searching for a workable and meaningful topic, (2) finding sources, (3) finding an appropriate form through outlining, and (4) joining purpose to style (a transitional lesson to the material that follows). The second unit, "The Elements of Style," is designed to make students aware of style as something concrete. The conscious choices made by skilled writers in the practice of their craft is demonstrated through an examination of their prose. The student version includes study and discussion questions, exercises, and writing assignments. The teacher version provides rationales, explanations of materials, and suggested teaching procedures. A test designed to accompany the unit, "The Elements of Style," is appended.

Twelfth Grade--Literature

257. ED 015 916

Kitzhaber, Albert. Something New, Something Old. Difficult Literature: A Reader's View. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-\$0.75 HC-\$7.15. 141pp.

The first of these two 12th-grade literature units, "Something New, Something Old," is designed to help students to recognize expressions of common experience present in literary works regardless of when they were written. Works selected for this unit are grouped under four topics: "Youth and Age," "The Nativity, Christian Tradition," "Conflict of Generations," and "The Individual in Conflict with Society." The second unit, "Difficult Literature: A Reader's View," is intended to guide students in isolating the principal difficulties of reading literature and in evaluating the various justifications for literary difficulty (e.g., historical and cultural distance, author originality, and the complexity of the world). The student version contains an introductory essay and discussion questions, and the teacher version provides discussion questions and introductions to units and to literary selections. Five tests designed to accompany these units are appended.

258. ED 015 917

Kitzhaber, Albert. Hamlet. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-\$0.25 HC-\$2.40. 46pp.

This culminating unit of the 12th-grade Oregon literature curriculum is based upon one work, Hamlet. The teacher version includes discussions of

(1) the relevance of Hamlet's character to modern times, (2) the problems in the characterizations of the Ghost, Claudius, and Hamlet, (3) the play's three-phase structure, (4) the play's resolution, and (5) the "rhetoric" of tragedy (i.e., the means by which tragedy projects a system of values). The student version contains an introductory rationale for studying Hamlet, a discussion of the play's structure, and questions for thought, discussion, and writing. The final section of this unit poses questions which draw attention to the cohesiveness of the play and suggests that this study of Hamlet be viewed as the climax to the study of the entire literature curriculum.

259. ED 015 918

Kitzhaber, Albert. The Use and Overuse of Literary Convention. The Place of Values in Literature. Literature Curriculum VI, Teacher and Student Versions. EDRS Price: MF-\$0.50 HC-\$6.35. 125pp.

The first of these two 12th-grade units is designed to show students that the unimaginative overuse of literary conventions leads to triteness, verbosity, and dullness. Lessons are organized by genre and focus on literary selections which show varying degrees of originality in the employment of literary conventions. Among works discussed are Jeffers' "The Bloody Sire," Edgar Guest's "Along the Paths of Glory," Milton's "On His Blindness," and Steinbeck's "Flight." The second unit, "The Place of Values in Literature," is concerned with how literature inevitably presupposes or establishes a system of values. The close analysis of literary selections is emphasized, and lessons distinguish between literary works which assume values and those which show a conflict of values. Blake's "The Lamb," Vaughan's "The World," Arnold's "Dover Beach," and Melville's Billy Budd are among selections discussed, and Tolstois' "Three Arshins of Land" is reprinted. The student version includes study and discussion questions, explanations of materials, and suggested topics for papers. The teacher version contains background materials and suggestions for teaching procedures and student assignments. A test designed to accompany the unit, "The Use and Overuse of Literary Convention," is appended.

Twelfth Grade--Language

260. ED 015 919

Kitzhaber, Albert. A Mature Attitude Toward Usage. EDRS Price: MF-\$0.25 HC-\$1.30. 24pp.

This language unit on usage for 12th-grade students is divided into six sections: "Introduction to the Students," "Usage in the High School English Class," "Variations within Standard American English," "Bases for Judgment: about Usage," and "Characteristics of a Mature Attitude Toward Usage." Four exercises, some with multiple parts, direct the student

(1) to examine differences between American and British English, among American dialects, and among usages on varying social levels, (2) to identify the usage levels of numerous expressions, (3) to analyze a specific expression, the usage level of which is not readily apparent, and (4) to define "good English."

Eleventh and Twelfth Grades--Language

261. ED 015 920

Kitzhaber, Albert. History of English, Parts 3 and 4: Old English to Early Modern. Language Curriculum V and VI, Teacher and Student Versions.
EDRS Price: MF-\$0.50 HC-\$3.90. 76pp.

The development of English from Anglo-Saxon through the language of Chaucer to that of Shakespeare is the subject of this unit for 11th- or 12th-graders. Those historical events and conditions which have had a direct effect on the language of English-speaking peoples are examined, along with the major internal changes in English which took place slowly over a period of centuries. Developments in Old and Middle English spelling, phonology, grammar, and vocabulary are explained. The final chapter introduces the methods of comparative philology which make it possible to establish the relationships and geneologies of languages and to reconstruct likely pre-written forms. The student version includes explanations of material, exercises, and study and discussion questions. The teacher version provides background explanatory material and suggestions for teaching procedures and supplementary reading.

OREGON MATERIALS AVAILABLE FROM HOLT, RINEHART, AND WINSTON

The entire seventh and eighth grade curriculum is now available from Holt, Rinehart, and Winston. The price for the language/rhetoric volumes is \$4.64; the literature volumes are \$5.36. The publication schedule for the rest of the series is: September 1969--ninth and tenth grade; September 1970--eleventh and twelfth grade. Prices are not yet available for these volumes.

Persons interested in obtaining further information may write: Holt, Rinehart, and Winston, Inc.; School Department; 383 Madison Avenue; New York, N. Y. 10017.

262. ED 017 486

Lazarus, Arnold. An Integrated Curriculum in Literature, Language, and Composition for Junior High Schools: Project English at Purdue. Final Report. 1967. Document not available from EDRS.

Project English at Purdue produced 14 "opus-centered" units integrating studies of literature, language, and composition. Field testing in reading, writing, speaking, listening, and reasoning involved over 1800 Indiana, Kentucky, and Ohio seventh-graders ranging in IQ from 80 to 130, from all ability levels except readers retarded more than three years below grade. Measurements included pre- and post-tests on each unit, Sequential Tests of Educational Progress (STEP) tests in reading and writing, and six interpretive-expository essays. The Purdue English staff rated 5400 essays each year on a 20-point scale, and results of 1965-66 were replicated in 1966-67, showing steady pupil progress on the first four papers, with gains maintained on the fifth and sixth papers. Pupils from high, low, and middle socioeconomic groups performed alike. Results of other tests were also positive except for the STEP tests in writing mechanics on which experimental groups did no better or worse than control groups. The 10 most successful and popular units among pupils and teachers (in order of difficulty from low to high) were Aesop, Visit to a Small Planet, Diary of a Young Girl, Hiroshima, Treasure Island, The Yearling, Evangeline, The Book of Esther, A Midsummer Night's Dream, and The Odyssey. (This report may be obtained from Mr. Floyd D. Frazier, University Editor's Office, Bldg. D, South Campus Courts, Purdue University, Lafayette, Indiana, \$1.00.)

For information on the units produced at the Purdue Center, write:

R. L. Davis
Associate Director
Division of Sponsored Programs
Purdue Research Foundation
Lafayette, Indiana 47907

SYRACUSE UNIVERSITY

William D. Sheldon and Margaret J. Early, Directors

263. Teaching Reading in Secondary Schools: A Series of Ten 16mm. Films

The films and manuals which comprise this in-service program were produced in 1966 at the Jamesville-DeWitt Junior-Senior High School Demonstration Center, with Harold L. Herber as co-ordinator. They were created as the core of a methods course for teachers in schools which have little or no access to university methods courses and are designed to help teachers in all subject fields develop reading skills as part of their regular instruction. Titles and purchase prices for the films follow.

FILM ONE: ORGANIZING THE READING PROGRAM

Procedures are suggested for initiating secondary reading programs. A survey of needs, personnel required, alternative programs, and answers to typical questions are explored. (22 min., \$115)

FILM TWO: ANALYZING READING ACHIEVEMENT

A social studies teacher compares standardized test scores with results from an informal test of reading skills related to her subject. She then plans instruction which takes into account her students' reading abilities. (20 min., \$110)

FILM THREE: THE HANDICAPPED READER

Are poor readers deficient in specific skills or lacking in general ability? This film shows details in the diagnosis of two students and then looks at ways of meeting their needs. (21 min., \$110)

FILM FOUR: VOCABULARY DEVELOPMENT

What can teachers do to help students improve their reading vocabulary? Instructional techniques are suggested in this film and teachers are shown applying them in various subject areas. (19 min., \$100)

FILM FIVE: DEVELOPING COMPREHENSION SKILLS

A reading teacher demonstrates one way of teaching how to read for main ideas. Then a history teacher helps students to apply a similar technique in reading their assigned text. (12 min., \$65)

FILM SIX: READING TO REMEMBER

The study techniques of good students are examined, and teaching procedures for developing study skills are illustrated. (18 min., \$90)

FILM SEVEN: THE LIBRARY AND THE READING PROGRAM

This film shows how the library and librarian contribute to an all-school reading program. However, the emphasis is on ways in which teachers develop research skills and use of the library. (19 min., \$100)

FILM EIGHT: DEVELOPING SKILLS FOR READING LITERATURE

Specific skills needed for reading imaginative literature are shown being developed in brief excerpts from lessons at various grade levels. (18 min., \$75)

FILM NINE: EFFICIENT READING

This film examines various pressure devices aimed at increasing rate of reading and debates their use in advanced reading classes.
(11 min., \$60)

FILM TEN: REPORT FROM THE READING COORDINATOR

This film recapitulates the role of the coordinator and shows how various staff members contribute to a whole-school program.
(18 min., \$75)

Also available for the 10-film series is a set of 10 detailed training manuals designed to be used in offering a complete in-service reading program with minimal outside guidance. This may be purchased for \$6.85 (free set sent with each 10-film series purchase). The guide for each film follows the basic format of (1) preview, (2) presentation, (3) interpretation, (4) application, and (5) review. The guides provide background information extending the ideas presented in the film and contain discussion guides and suggestions for adapting teaching practices to particular classroom needs. The 10 films plus the 10 teaching manuals comprise the complete "curriculum package" which can be purchased at a \$100 discount for \$800. Films #1 and #10 (for organizing personnel) can be purchased at a discount for \$170; Films #2 and #3 (for diagnosing handicaps) for \$200; and Films #4, #5, and #6 (for basic skills) for \$230. If a film is purchased or rented singly, apart from the "curriculum package," a brief description of its content is provided with suggestions for previewing and post-viewing discussion and follow-up in the classroom.

For further information on film rental, sale, or preview prints write:

Marketing Division
Film Rental Library
1455 East Colvin Street
Syracuse, N. Y. 13210

(No preview prints are available for rental purposes.)

264. ED 010 123

Pinnock, Theo. J., and others. Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama. 1966. EDRS Price: MF-\$0.75 HC-\$9.80. 196pp.

An exploratory study on various aspects of functional illiteracy and an experimental instructional program were conducted in Macon County, Alabama. The sample selection consisted of approximately 650 Negro and 10 white illiterates from a southern community. Data were gathered through interviews, questionnaires, tests, and rating techniques. Data were analyzed on personal variables, educational background, educational aspirations, economic status, and community involvement and participation. Some of the more general findings were: (1) 96 percent of the subjects had completed only the eighth grade or less, (2) reasons for illiteracy were many and varied, and (3) two of the major problems were found to be the indifferent attitude of the state toward illiterate Negroes and Caucasians and a communication breakdown between the races. The teaching and testing experiments indicated enthusiastic participation by the subjects. The subject matter offered appeared to meet their needs. The recommendations suggested means to ameliorate problems and provide opportunities for illiterate persons.

WESTERN MICHIGAN UNIVERSITY

William P. Viall, Director

265. ED 014 479

Viall, William P., and others. English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English. 1967. Document not available from EDRS.

Guidelines for the preparation of teachers of English in both the elementary and secondary schools were formulated from the English Teacher Preparation Study, conducted jointly by the National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association. Not intended as rules for certification, the guidelines attempt to identify and emphasize the teacher competence that should be developed by a satisfactory program in English teacher preparation. This preparation should include (1) a balanced study of language, literature, and composition above the level of freshman English, (2) supervised English teaching and instruction in English methods, including the teaching of reading, and (3) a fifth year of study, largely in English and English education courses. The undergraduate preparation of the secondary teacher should constitute a major in English. In addition, the teacher of English on any level should have (1) personal qualities which will contribute to his success as a classroom teacher, (2) a broad background in the liberal arts and sciences, (3) skill in listening, speaking, reading, and writing, and (4) an understanding of a wide body of literature, of the nature of language and rhetoric, and of the relationship of child and adolescent development to the teaching of English. (This document appeared in College English, vol. 29 [October 1967]; English Journal, vol. 56 [September 1967]; and Elementary English, vol. 44 [October 1967].) Available (in quantity only) from NCTE, Stock No. 09056, 10 copies/\$2.00.

266. ED 014 478

Viall, William P. English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English. Final Report. 1967. EDRS Price: MF-\$0.25 HC-\$2.60. 52pp.

Purposes, methods, and implications in formulating guidelines for the preparation of teachers of English at any level are reported (see pp. 1-9). Although the guidelines are not included, an indication of how and by whom they can best be utilized is given. A listing of persons known to have participated in the study comprises the major portion (30 pages) of the report. A review of this study and the guidelines themselves are published in College English, vol. 29 (October 1967); English Journal, vol. 56 (September 1967); and Elementary English, vol. 44 (October 1967).

267. ED 020 192

English Teacher Preparation Study, Guidelines for the Preparation of Teachers of English: An Exposition. 1968. Document not available from EDRS.

The first four articles in this collection discuss the importance of the study which developed the Guidelines for the Preparation of Teachers of

English and explain the use of the guidelines. Following articles evaluate the teacher's role as a professional, review the history of the preparation of teachers of English, and summarize the history of the English Teacher Preparation Study. The six guidelines with their numerous detailed subheadings--an attempt by the English profession to describe the standards it believes are required for English teaching--are then presented. Concluding articles contain nine short "classic" statements on teacher preparation in English and describe the elementary and secondary school certification requirements for teaching English in each of the 50 states. This pamphlet, a reprint from English Journal, vol. 57 (April 1968), is available for \$1.00 (Stock No. 18858) from NCTE.

WESTERN RESERVE UNIVERSITY--EUCLID JUNIOR HIGH SCHOOL

George Hillocks, Jr., Director

268. ED 016 877

A Comprehensive Program in English for the 7th, 8th, and 9th Grade: Literature, Language, Composition, for Honors Students and Average Students. Part 2, Constructing Achievement Tests During a Summer Workshop for Partial Evaluation of a Project English Demonstration Center. 1968. EDRS Price: MF-\$0.75 HC-\$8.10. 160pp.

This final report of the Euclid English Demonstration Center describes the creation of a junior high school English program in literature, language, and composition. Part 1 of the report discusses (1) the production and demonstration of 31 thematically developed teaching units, (2) a series of short, concept-centered conferences to educate teachers interested in or using the curriculum materials, (3) the dissemination of in-service training materials in remedial instruction and linguistics, (4) extension work with students in English methods classes, (5) the testing of three groups of ninth-grade students to determine their ability to transfer skills used in literary investigation, and (6) the evaluation of the curriculum and of Demonstration Center activities. Part 2 discusses the construction of standardized English-skills achievement tests to be administered to experimental and control groups of students. Appendices contain an introduction to the curriculum for honors, average, and remedial students, three sample units from the curriculum test item statistics, and tables analyzing the variance of skills in test scores.

269. ED 017 497

Rogers, Charles C., ed. Euclid in Retrospect: 1967 Conference Bulletin. EDRS Price: MF-\$0.25 HC-\$2.90. 56pp.

A Project English grant in 1962 established the Euclid English Demonstration Center (EEDC) to develop and make available on a national basis a model English curriculum. The six papers of this EEDC final report focus on the work of the Center but also assess and comment more broadly upon many of the problems of English teaching today. "Perspectives on the Euclid Central Curriculum" by Bernard McCabe indicates the value of a structured, written curriculum and presents perspectives on the "new" English curriculum work developing throughout the country. "Innovations at Euclid" by William Evans explains how the Euclid curriculum is playing a part in the new English experimentation and suggests directions for future concern. "New Approaches to the Teaching of Composition" by Michael Shugrue states the importance of new curricular developments like those at Nebraska and Northwestern. George Hillocks' "The Art of Noble Hypocrisy: Discovery in the Classroom" describes inductive methodology as central to the Euclid philosophy. "In-Service Training: Some Suggestions and Problems" by Michael Flanigan outlines six kinds of in-service meetings which can contribute to the teacher's continuing educational development. "Ninth Grade Reluctant Learner Classes" by Charles Rogers details important lessons learned from working with reluctant learners.

270. ED 017 490

An Introduction to a Curriculum. EDRS Price: MF-\$0.25 HC-\$2.25. 43pp.

This collection of papers serves as an introduction to the Euclid English Demonstration Center's junior high school curriculum. In addition to a brief overview of the program and outlines of the average and honors curricula, the following papers are included: (1) "The Theme-Concept Unit in Literature," (2) "Approaches to Meaning: A Basis for a Curriculum in Literature," (3) "A Curriculum in Literature and Composition for Average Students in Grades Seven, Eight, and Nine," (4) "A Unit on the Outcast," (5) "A Curriculum in Literature and Composition for Junior High Honors Students," (6) "A Remedial Program for Junior High School Students," (7) "Some Approaches to Composition," (8) "Semantics and the Junior High Curriculum," and (9) "The Language Program."

271. ED 017 491

Structure and Teaching: Building the English Curriculum. EDRS Price: MF-\$1.00 HC-\$13.10. 260pp.

This guide for grades 7, 8, and 9 is introduced by two papers--"Approaches to Meaning: A Basis for a Curriculum in Literature" and "The Theme-Concept Unit in Literature," both by George Hillocks--which describe the building of a curriculum in English upon the structure and principles developed by the Euclid English Demonstration Center. The process of constructing a teaching unit is explained, and the following units are included: (1) Allegory and Symbolism (grade 8 honors), (2) Animal Stories (grade 7 average), (3) The Outcast (grade 9 average), (4) Survival (grade 9 average), (5) Protest (grade 9 average), and (6) Allegory and Symbolism (grade 7 honors). Individual papers on the first four units are provided and units contain overviews, bibliographies, and lesson plans which suggest teaching procedures, exercises, and study guides.

272. ED 017 492

Concepts of Man: A Curriculum for Average Students. EDRS Price: MF-\$1.25 HC-\$14.60. 290pp.

This English guide for average students in grades 7, 8, and 9 contains a rationale for structuring a literature curriculum as well as specific teaching units designed to develop the students' perception of various concepts of man and to teach them to independently analyze literature. Units are (1) "Man and His Physical Environment," grade 7, (2) "Justice," grade 7, (3) "Courage," two grade 7 units (average and honors), (4) "Coming of Age," grade 8, (5) "Characterization," grade 8, and (6) "Man and Culture," grade 9. Each unit contains (1) a brief overview, (2) specific lesson plans (including inductive questions, language exercises, and creative writing assignments based on required reading materials), (3) study guides that students are encouraged to use in small-group discussions, and (4) bibliographies of poems, plays, prose selections, audiovisual materials, and workbooks.

273. ED 017 493

Approaches to Literature: A Curriculum for Honor Students. EDRS Price: MF-\$1.25 HC-\$15.75. 313pp.

This literature guide for teaching honors students in junior high school is based on the premise that gifted students are different in kind as well as degree from average students and that an honors curriculum should be organized around their special needs. A discussion of the psychology of the gifted child is presented to suggest that a child's "giftedness" can best be developed in small discussion groups whose purpose is to understand concepts and analyze literature independently of the teacher. A variety of types of student compositions are also included to illustrate the results possible from such a program. Units contained in this guide are (1) "Man's Uses of Power," grade 8, (2) "Satire," grades 8 and 9, (3) "Symbolism," grade 9 (honors and average), and (4) three units for grade 9 designed to teach comparative techniques--"The Mythic Hero," "The Epic Hero," and "The Tragic Hero." Each unit contains (1) an overview, (2) specific lesson plans (including inductive questions, language exercises, and creative writing assignments based on required reading materials), (3) study guides for students, and (4) bibliographies of poems, plays, short stories, prose selections, audiovisual materials, and workbooks.

274. ED 017 494

Reading and Writing: The Remedial Program. EDRS Price: MF-\$0.25 HC-\$2.75. 53pp.

The papers in this collection explain the junior high school remedial program in reading and writing developed by the Euclid English Demonstration Center. They are (1) "Remedial Classes and the Total English Program," by George Hillocks, (2) "Definition, Origin, and Treatment of Underachievement," by Jane W. Kessler, (3) "Reading Skills in Junior High School," by Esther J. McConihe, (4) "Diagnosing Reading Problems," by Richard Shanahan, (5) "The Remedial Reading Class in the Junior High School," by Sara Freeman, (6) "Organizing an Inexpensive Program in Remedial Reading," by John Ingersoll, (7) "Remedial Composition," by James F. McCampbell, and (8) "A Program for Teaching Composition to Pupils of Limited Academic Ability," by Bernard McCabe.

275. ED 017 495

The English Language: The Linguistic Approach. EDRS Price: MF-\$1.00 HC-\$12.65. 251pp.

This guide for grades 7, 8, and 9 begins with a collection of papers explaining the linguistic approach to the teaching of language: (1) "The Classroom Teacher and Linguistic Eclecticism" by A. Hood Roberts, (2) "Some Notes on Linguistics and the Teaching of English" by Joseph H. Friend, (3) "A Unit of Dialects" by James F. McCampbell, and (4) "Teaching Syntax" by George Hillocks. Units which follow are: (1) Dialects, (2) Syntax, (3)

Change in the English Language (for the grade 9 average curriculum, (4) Form Classes (Morphology), (5) Definition and Etymology (for the grade 7 average curriculum), and (6) three units on semantics for grades 7, 8, and 9. Lessons in units contain objectives, suggested teaching procedures, bibliographies for teachers, exercises, and study guides.

276. ED 017 496

English Writing: Approaches to Composition. EDRS Price: MF-\$0.25
HC-\$2.75. 53pp.

This collection of papers by staff members of the Euclid English Demonstration Center focuses on approaches to the teaching of composition in the junior high school. The papers are (1) "Literature and Composition," by James F. McCampbell, (2) "Composing: Epiphany and Detail," by Joseph Dyess, (3) "The Language Composition Act," by Lester E. Angene, (4) "An Approach to Creativity in Poetry," by Jack L. Granfield, and (5) "Values of Student Publications," by George Hillocks. Appended is a part of the ninth-grade average curriculum, a unit on the newspaper designed to prepare students to write, edit, organize, and publish an issue of the school newspaper. Lessons in the unit include objectives, suggested teaching procedures, exercises, and study guides.

UNIVERSITY OF WISCONSIN

Robert C. Pooley, Director

277. ED 018 410

Pooley, Robert C., dir. English Language Arts in Wisconsin: A Sequential Growth Curriculum in English Language Arts for the Kindergarten Through Grade Twelve. 1968. EDRS Price: MF-\$1.75 HC not available from EDRS. 457pp.

This curriculum guide presents, in revised and corrected form, three guides published earlier as experimental editions: Teaching Literature in Wisconsin (1965), Teaching Speaking and Writing in Wisconsin (1966), and Teaching the English Language in Wisconsin (1967). Three main divisions of the guide present the literature, speaking and writing, and language programs, each of which contains sections for the primary, intermediate, and junior and senior high levels. Elementary and secondary level bibliographies are included for each subject division, and an introduction and teaching illustrations are provided for each grade-level section. The literature division contains basic and collateral reading lists for each of the four grade levels and materials concerning the use of the library in the teaching of literature. The division devoted to speaking and writing includes discussions of mechanics and of speech and writing development for the primary and intermediate levels. Sections for the junior and senior high levels include discussions of speech in the language arts, the development of written expression, spelling and mechanics, and student and teacher evaluation of written expression. In presenting the language program, the guide provides discussions of concepts, the development of a classroom dialect, language patterns, vocabulary, and semantics for the elementary levels. The junior high language section also deals with language origin and grammar and includes materials of special interest at this level. The senior high section adds usage, dialect study, the historical development of English, and materials of special interest. (This document is available for \$2.25 from Publications Order Service, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. Remittance must accompany request.)

278. ED 017 485

Wood, Susan. An Evaluation of Published English Tests. 1967. EDRS Price: MF-\$0.50 HC-\$4.30. 84pp.

This study describes, analyzes, and evaluates 16 standardized English tests of usage and composition. The tests chosen were those frequently used throughout Wisconsin, exclusive of tests designed for college-preparatory students and tests of reading ability, speech, and literature. Although many of the tests evaluated are restricted to English skills, some are language sub-tests of multi-subject achievement batteries. Those evaluated are: (1) the Barrett-Ryan-Schrammel English Test, New Edition, (2) California Language Test, (3) Cooperative English Tests, 1960 Revision, (4) Differential Aptitude Tests, (5) Essentials of English Tests, Revised Edition, (6) Greene-Stapp Language Abilities Test, (7) Iowa Tests of Basic

Skills, (8) Iowa Tests of Educational Development, (9) Metropolitan Achievement Tests, (10) Objective Test in Grammar, (11) Purdue High School English Test, (12) Cooperative School and College Ability Tests, (13) Science Research Associates (SRA) Achievement Series--Language Arts, (14) SRA High School Placement Test, (15) Sequential Tests of Educational Progress, and (16) Stanford Achievement Test, 1964 Revision. Each test is discussed under four heads: General Information, Use in Wisconsin, Teacher Evaluations, and Published Reviews. Also included are some conclusions about the adequacy of standardized English tests in general and the process of test selection, a list of six tests found useful in Wisconsin, and a list of test publishers. This bulletin is available from the Publications Order Division, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702, \$.75.

279. ED 025 524

A Sequential English-Language-Arts Curriculum in Linguistics, Logic, Semantics, Rhetoric, Composition, and Literary Analysis and Criticism for Grades Kindergarten Through Twelve. Final Report. 1968. EDRS Price: MF-\$0.25 HC-\$2.75. 53pp.

The goals of the Wisconsin-English-Language-Arts Curriculum Project were (1) to study what should be taught in English language arts in grades K-12, (2) to develop a sequential curriculum for those grades, (3) to design, identify, and test appropriate teaching methods and instructional materials, and (4) to establish demonstration centers to determine the success of the curriculum recommendations. The sequential curriculum--eventually published as one volume, "English Language-Arts in Wisconsin" (ED 018 410)--was developed in three stages: literature and reading; speaking and writing; and language and grammar. Development of each stage involved committee discussions and reports, conferences, guest lecturers, and summer workshops. (Appendices of this report list participants in the project and provide a chronological account of the 5 years of the project's existence.)

MATERIALS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH*

General Essays and Studies

10. New Materials for the Teaching of English: The English Program of the USOE. Stock No. 03908, \$.50.

11. The Conclusion of the Initial Phase: The English Program of the USOE. Stock No. 01152, \$.50.

12. Curriculum Development and Evaluation in English and Social Studies. Stock No. 01303, \$1.50.

Project English Curriculum Studies: A Progress Report. Iowa English Yearbook, Fall 1964. Stock No. 04202, \$1.50.

This report, which comprises approximately 30 pages of the Iowa English Yearbook, contains reports on the eleven Curriculum Study Centers in operation in 1964: Oregon; Carnegie; Teachers College, Columbia; Florida State; Georgia; Hunter; Indiana; Minnesota; Nebraska; Northwestern; and Wisconsin.

Carnegie-Mellon

22. "The Inductive Teaching of English." A reprint from English Journal (February 1966). Stock No. 09109. Available in quantity only, 10 copies for \$2.00.

Indiana

75. Teaching the Bible as Literature: A Guide to Selected Biblical Narratives for Secondary Schools. Stock No. 37356, \$1.45.

79. On Teaching Literature: Essays for Secondary School Teachers. Stock No. 37409, \$1.95.

80. Teaching Literature in Grades Seven Through Nine. Stock No. 38453, \$2.65.

* Address orders to Order Department, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

Indiana (cont.)

82. Teacher's Guide to High School Speech. Stock No. 51507, \$1.75.
83. Teacher's Guide to High School Journalism. Stock No. 48503, \$1.50.

Minnesota

87. The Minnesota Project English Center: Selected Materials from the Center for Curriculum Development in English. Stock No. 06656, \$2.00.

Nebraska

114. A Curriculum for English: Grade 1. Stock No. 06102, \$1.25.
115. A Curriculum for English: Grade 2. Stock No. 06111, \$1.25.
116. A Curriculum for English: Grade 3. Stock No. 06120, \$1.25.
117. A Curriculum for English: Grade 4. Stock No. 06139, \$1.25.
118. A Curriculum for English: Grade 5. Stock No. 06148, \$1.25.
119. A Curriculum for English: Grade 6. Stock No. 06157, \$1.25.
120. Language Explorations for Elementary Grades. Stock No. 06503, \$1.25.
121. Poetry for the Elementary Grades. Stock No. 06807, \$1.25.

The Rhetoric of Short Units of the Composition: Grade 10. Stock No. 06905, \$1.25. 130pp.

This unit presents a new approach to the rhetoric of narrative and descriptive sentences developed by Francis Christensen.

Nebraska (cont.)

Syntax and the Rhetoric of the Sentence: Grade 9. Stock No. 07101, \$.75. 66pp.

This unit introduces both student and teacher to four principal methods of revising the sentence: transformation, relocation, elimination, and expansion.

Northwestern

145. Lessons in Simple Forms of Public Discourse. Stock No. 06601, \$1.00. 103pp.

Written for the ninth grade with emphasis on reporting, analysis, and evaluation. Writing forms are short journalistic pieces. Lessons in the writing process are: Unit 9-1, "An Introduction to the Writing Process," and Unit 9-3, "The Journalistic Report."

147. Basic Lessons: A Teacher's Experience with Composition. Stock No. 06004, \$.50. 53pp.

Prepared for use with fourth-grade students in a Chicago inner-city school. This booklet is the first of three units, which together constitute a year's work in composition.

The above two sample collections of Northwestern materials do not represent an entire curriculum. They are excerpts of the complete programs available from EDRS.

Ohio State

151. The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders. Stock No. 14709, \$1.00.

Oregon

167-168. Grammaticality and Phrase Structure Rules 1-12. Stock No. 06308, \$1.75. 183pp.

This booklet, which includes both the student and teacher manual, comprises the first part of the seventh-grade curriculum in transformational grammar.

Oregon (cont.)

170-171. Phrase Structure Rules 13-18. Stock No. 06709, \$.75. 69pp.

This booklet, which includes both the student and teacher manual, comprises the second part of the seventh-grade curriculum in transformational grammar.

Western Michigan

265. Guidelines for the Preparation of Teachers of English. Stock No. 09056. Sold in quantity only, 10 copies for \$2.00.

267. English Teacher Preparation Study, Guidelines for the Preparation of Teachers of English: An Exposition. Stock No. 18858, \$1.00.

In this appendix and the following index the numbers used refer to abstract, not page number.

Note: Two books based on ISCPET studies, Oral Interpretation and the Teaching of English (74) and What Every English Teacher Should Know (74a), have a tentative publication date of December 1969. Prices are not yet available.

INDEX

AUTOBIOGRAPHY AND BIOGRAPHY

Carnegie - 21
Hunter, Gateway - 35
Indiana - 79, 81
Nebraska - 127, 128, 135
Oregon - 224-226

COMPOSITION, ELEMENTARY (K-6)

Essays and Studies - 3
Georgia - 26-30
Hunter, Gateway - 35
Nebraska - 114-119, 122-124
Northwestern - 147
Wisconsin - 277-279

COMPOSITION, SECONDARY (7-12)

Carnegie - 19-22
Florida State - 24
Gallaudet - 25
Hunter, Gateway - 25
Illinois, ISCPET - 52, 54, 56, 63, 70,
71, 74a
Indiana - 81
Michigan - 84-86
Minnesota - 103
Nebraska - 127-138
Northern Illinois - 140
Northwestern - 144-146, 148-149
Ohio State - 150, 151
Oregon - 154-156 (Grade 7); 176-177
(Grade 8); 196-200 (Grade 9); 218-
223 (Grade 10); 240-244 (Grade 11);
254-256, 260 (Grade 12)
Purdue - 262
Western Reserve--Euclid - 268-270,
274, 276
Wisconsin - 277-279

CREATIVE WRITING

Essays and Studies - 3
Georgia - 28, 29
Nebraska - 114, 115, 121, 127
Northwestern - 146-149
Oregon - 199, 201, 221-223, 248
Western Reserve--Euclid - 272, 273, 276

CURRICULUM OVERVIEWS

Essays and Studies - 1, 4, 6, 10, 11,
12, 13
Carnegie - 19, 20
Teachers College, Columbia - 23
Florida State - 24
Hunter, Bilingual Readiness - 31
Illinois, ISCPET - 37, 39
Michigan - 84, 85
Minnesota - 87, 88
Nebraska - 113
Northern Illinois - 140
Northwestern - 144
Ohio State - 150, 151
Oregon - 152, 153, 240, 254
Purdue - 262
Tuskegee - 264
Western Michigan - 265-267
Western Reserve--Euclid - 268-270
Wisconsin - 277, 279

CURRICULUM THEORY

(See CURRICULUM OVERVIEWS)

DIALECTS

Georgia - 28, 29
Illinois, ISCPET - 42, 43, 74a
Indiana - 77
Minnesota - 90, 105
Nebraska - 120, 125, 126, 131, 132
Oregon - 173-175, 260

DIALECTS continued

Western Reserve--Euclid - 275
Wisconsin - 277, 279

DICTIONARY STUDY

Carnegie - 22
Georgia - 28, 29
Indiana - 77
Nebraska - 120, 127, 128
Oregon - 173, 174, 214
Wisconsin - 277, 279

DISADVANTAGED

(See PROGRAMS FOR THE DISADVANTAGED)

DRAMA

Carnegie - 21
Indiana - 78-81
Nebraska - 131-134, 137, 138
Oregon - 181-182, 208-210, 224-226, 249-250,
258

ENGLISH INSTITUTE MATERIALS CENTER (EIMC)

Essays and Studies - 1, 5, 9

ENGLISH AS A SECOND LANGUAGE

(See TEACHING ENGLISH AS A SECOND LANGUAGE)

THE ESSAY

Carnegie - 21
Indiana - 79, 81

FICTION--THE NOVEL

Carnegie - 21, 22
Indiana - 78-80
Michigan - 84-86
Nebraska - 129-138
Oregon - 181-183, 201-203, 230-232, 246-247

FICTION--THE SHORT STORY

Carnegie - 21
Hunter, Gateway - 35
Indiana - 78-81
Nebraska - 127, 128, 136
Oregon - 161-163, 201-203, 211-212,
230-231, 233, 246-247

GRAMMAR, MORPHOLOGY, SYNTAX

UCLA - 14-18
Gallaudet - 25
Georgia - 28, 29
Illinois, ISCPET - 41, 56, 59, 64, 74a
Indiana - 76, 77
Minnesota - 90, 93, 96, 99, 104, 108,
109
Nebraska - 120, 122-124, 125-132, 138
Northern Illinois - 140-143
Ohio State - 150, 151
Oregon - 167-172, 184-192, 215-217,
237-240, 251-254
Western Reserve--Euclid - 275
Wisconsin - 277, 279

HIGH ACHIEVERS

(See PROGRAMS FOR HIGH ACHIEVERS)

HISTORY OF THE LANGUAGE

Georgia - 28, 29
Indiana - 77
Minnesota - 94, 98, 100, 109
Nebraska - 120, 129, 130
Northern Illinois - 140, 142
Oregon - 192, 193, 214, 236, 261

HONORS PROGRAMS

(See PROGRAMS FOR HIGH ACHIEVERS)

INDUCTIVE METHOD OF TEACHING

Essays and Studies - 12
 Carnegie - 19-22
 Hunter, Gateway - 35
 Indiana - 75, 79, 80
 Minnesota - 87-112
 Nebraska - 120
 Oregon - 240, 245, 246
 Western Reserve--Euclid - 269, 272, 273

JOURNALISM

Indiana - 83
 Northwestern - 145, 148, 149
 Western Reserve--Euclid - 276

LANGUAGE, ELEMENTARY (K-6)

Essays and Studies - 3
 UCLA - 14-18
 Teachers College, Columbia - 23
 Georgia - 28, 29, 30
 Hunter, Bilingual Readiness - 31
 Hunter, Gateway - 35
 Illinois, ISCPET - 54
 Nebraska - 113-120, 122-126
 Wisconsin - 277, 279

LANGUAGE, SECONDARY (7-12)

Carnegie - 19-22
 Florida State - 24
 Gallaudet - 25
 Hunter, Gateway - 32, 35
 Illinois, ISCPET - 41, 49, 52, 54, 59, 64, 74a
 Indiana - 76, 77, 81
 Michigan - 84-86
 Minnesota - 87-112
 Nebraska - 127-138
 New York University - 139
 Northern Illinois - 140-143
 Ohio State - 150, 151
 Oregon - 167-175 (Grade 7); 184-195
 (Grade 8); 199-200, 214-217 (Grade 9);
 218-219, 236-239 (Grade 10); 240, 251-
 253 (Grade 11); 254, 260 (Grade 12);
 261 (Grade 11 and 12)
 Purdue - 262
 Western Reserve--Euclid - 268-270, 275
 Wisconsin - 277-279

LEXICOGRAPHY

(See DICTIONARY STUDY)

LINGUISTICS

(See GRAMMAR, MORPHOLOGY, SYNTAX)

LITERATURE, ELEMENTARY (K-6)

Hunter, Gateway - 35
 Illinois, ISCPET - 54
 Nebraska - 114-119, 121
 Wisconsin - 277, 279

LITERATURE, SECONDARY (7-12)

Carnegie - 19-22
 Florida State - 24
 Hunter, Gateway - 35
 Illinois, ISCPET - 52, 54, 58, 66,
 67, 74, 74a
 Indiana - 75, 78-81
 Michigan - 84-86
 Nebraska - 127-138
 Oregon - 158-166 (Grade 7); 178-183
 (Grade 8); 201-213 (Grade 9); 224-
 235 (Grade 10); 240, 245-250
 (Grade 11); 254-259 (Grade 12)
 Purdue - 262
 Syracuse - 263
 Western Reserve--Euclid - 268-273
 Wisconsin - 277, 279

MYTH, FOLKLORE, LEGEND

Illinois, ISCPET - 72
 Indiana - 75, 80
 Nebraska - 114-119, 127-128
 Oregon - 161-166, 205-207

ORAL INTERPRETATION OF LITERATURE

Illinois, ISCPET - 47, 48, 74

POETRY

Carnegie - 21, 22
 Hunter, Gateway - 35
 Illinois, ISCPET - 54
 Indiana - 78-81
 Nebraska - 121, 135-138
 Oregon - 158-160, 178-180, 201-202,
 204, 227-229, 245, 248

PROGRAMS FOR THE DISADVANTAGED

Essays and Studies - 4
 Teachers College, Columbia - 23
 Gallaudet - 25
 Hunter, Bilingual Readiness - 31
 Hunter, Gateway - 33-35
 Michigan - 84-86
 Northwestern - 144, 147

PROGRAMS FOR HIGH ACHIEVERS

Carnegie - 19, 21, 22
 Northern Illinois - 141
 Western Reserve--Euclid - 268-273

PROGRAMS FOR SLOW LEARNERS

Illinois, ISCPET - 56, 68
 Indiana - 76
 Michigan - 84-86
 Western Reserve--Euclid - 268-270, 274

PUNCTUATION AND CAPITALIZATION

Indiana - 76
 Nebraska - 120
 Northern Illinois - 143
 Wisconsin - 277, 279

READING

Essays and Studies - 1, 4
 Hunter, Gateway - 33-35
 Michigan - 84-86
 Syracuse - 263
 Tuskegee - 264
 Western Reserve--Euclid - 274
 Wisconsin - 277, 279

REMEDIAL PROGRAMS

(See PROGRAMS FOR SLOW LEARNERS)

SEMANTICS

Minnesota - 91, 98, 101
 Nebraska - 125, 126, 129, 130
 New York University - 139
 Oregon - 199-200, 218-219
 Western Reserve--Euclid - 270, 275
 Wisconsin - 277, 279

SLOW LEARNERS

(See PROGRAMS FOR SLOW LEARNERS)

SPEECH

Essays and Studies - 4
 Illinois, ISCPET - 62
 Indiana - 82
 Oregon - 154-157, 176-177, 241-243
 Wisconsin - 277, 279

SPELLING

Minnesota - 94
 Nebraska - 128
 Northern Illinois - 142, 143
 Wisconsin - 277, 279

TEACHER PREPARATION AND INSERVICE TEACHER EDUCATION

Essays and Studies - 1, 4, 5, 7, 9
 Carnegie - 22
 Illinois, ISCPET - 36-74
 New York University - 139
 Syracuse - 263
 Western Michigan - 265-267
 Western Reserve--Euclid - 268-269

TEACHING ENGLISH AS A SECOND LANGUAGE

UCLA - 14-18
 Teachers College, Columbia - 23
 Gallaudet - 25
 Hunter, Bilingual Readiness - 31

THEMATIC APPROACH TO LITERATURE

Carnegie - 22
 Florida State - 24
 Hunter, Gateway - 35
 Nebraska - 133-138
 Oregon - 204, 212, 257

USAGE

Gallaudet - 25
 Georgia - 28, 29
 Illinois, ISCPET - 49, 74a
 Indiana - 77
 Nebraska - 120, 125, 126
 Northern Illinois - 143
 Oregon - 194
 Wisconsin - 277-279