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ABSTRACT

This curriculum guide describes a high school English program structured to meet the needs of the homeless boys of Boys Town, Nebraska. The program is individualized, designed to provide as much tutorial help as possible. The general goals of the program are to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communications skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education. (Author/DI)

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**ENGLISH**  
**CURRICULUM**  
**GRADES**  
**9-12**

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Prepared by  
**ENGLISH DEPARTMENT**  
**BOYS TOWN HIGH SCHOOL**  
**BOYS TOWN, NEBRASKA**

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## General Introduction

The proposal for the English program described in this guide resulted from a self-evaluation by the Boys Town High School English Department. The comments listed below formed the basis for the discussions that led to the proposal.

1. The philosophy of Father Flanagan's Boys' Home states that the Home accepts the boy as he is and assumes full responsibility in so far as it is humanly possible to educate and train the whole boy. The Home has always been open to boys of all races, religions, and cultures who were in need of a home. In recent years however, there has been an increase in the number of students who have more pronounced school related problems. Most of them test below their level in all of the communication skills. Some of them have not been attending school on a regular basis. Lesson planning is further complicated by the fact that many new students arrive during the school year.
2. The primary responsibility of the English department is the improvement of the student's communication skills. The English department does not set the entrance requirements. The teachers cannot wish away the students' problems. Nor can they erase the students' deficiencies by using physical, social, or psychological labels.
3. In order to meet the needs of the students, the English department will have to develop a program that will provide as much tutorial help as possible.
4. The development of an individualized program appears to be the best method for achieving our goal.

No attempt will be made here to prove the merits of individualized study. It is not a radical or new concept. Individualized learning has always been the aim of every good teacher. Dr. S. Alan Cohen, in his book Teach Them All to Read, discusses the following seven laws of learning that underlie the individualized approach.

1. When to teach what depends upon the individual's capacity.
2. A motivated learner acquires what he learns more readily than one who is not motivated.
3. Individuals need practice in setting goals for themselves, goals neither so low as to elicit little effort nor so high as to fore-ordain failure. Realistic goal setting leads to more satisfactory improvement than unrealistic goal setting.
4. Active participation by a learner is preferable to passive reception.
5. Meaningful tasks are learned more efficiently than tasks not understood by the learner.
6. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results aid the learner.
7. The personal history of an individual - his reaction to authority, for example - may hamper or enhance this ability to learn from a given teacher.

The success of any English program is not determined by the physical structure of the center or by the materials that are purchased. The success of the program depends on the capability and enthusiasm of the teachers involved. Dr. Cohen, in describing the teacher's role in the classroom, lists nine priorities for achieving individualized study.

1. Arrange conditions conducive to learning by structuring a "therapeutic classroom."
2. Teach pupils to teach themselves.
3. Ensure success by carefully matching materials to needs.
4. Diagnose, guide, interpret, and evaluate growth.
5. Supply on the spot first aid when materials do not work or when they are not available.
6. Develop new methods to solve the problem in the future.
7. Personally interact with individuals and small groups.
8. Group, and continuously regroup, small learning teams.
9. Introduce lectures and other full group activities.

### Philosophy and Objectives

This curriculum guide departs from most curriculums in that it does not list specific objectives. The development of performance objectives is absolutely essential to an individualized approach. This results in a very extensive list of objectives. Rather than repeat them in this guide, each teacher is provided separate books both for use in the learning center and for developing units for the electives. These books are:

The Catalogue of Instructional Objectives, Randow House

Selected Objectives for the English Language Arts,  
Grades 7-12, Lazarus and Knudson

The general goals of the English department are expressed in the following manner.

The primary responsibility of the English department is to work toward the improvement of communication skills. The attainment of this goal will do much to improve mutual human understanding and will fulfill the philosophy of Father Flanagan's Boys' Home.

The first goal in the teaching of reading is to provide every student with a functional ability that will meet his own practical needs. The second goal of reading is to provide the student with the ability to find the kind of enrichment and pleasure literature can offer.

The first goal in the teaching of writing is also to provide practical skill. Writing as a sophisticated skill will not be achieved by all students.

The first goal in the teaching of speaking and listening skills is to provide the student with the functional language ability that will be required in his vocational and social life. Modern society, however, has added the additional duty of preparing a student for a mass media environment.



## Grading

One of the basic tenets of the learning system developed by Dr. Cohen is that the rewards for learning should be intrinsic, not extrinsic. In other words, the student's award should be the knowledge that he has gained and the success that he has achieved. The High Intensity Learning Systems is designed so that every task, whether it is a learning task or a procedural activity, provides immediate feedback so that the student knows whether he has achieved the task. The entire system divides learning into steps so that the student can achieve closure quickly.

However, as long as school systems require extrinsic rewards for achievement, teachers have to devise a system of grading that will not defeat the individualized learning approach. The Boys Town English department has developed the following grading system.

Boys Town High School uses a system of letter grades, quality points and credit hours. The manipulation of quality points and credit hours allows the teacher to give letter grades and to avoid F's or incompletes. First of all, the teacher has to decide on the level of difficulty of the work and the student's achievement on an individual basis. The letter grade or quality point average is not decided on the basis of classroom tests. Second, before the student begins his program, a decision has to be made as to how much of the program should be completed by the individual student to earn five credits. If the student has not completed the work at the end of a semester, he is given partial credit, a grade, and quality points for the work that he has completed.

One other extrinsic reward that is very important to the students at Boys Town is the commendation slip. These slips are sent to the student's cottage and his cottage counselor uses them to grant extra privileges. The reasons for issuing these commendation slips are based on the student's own needs and abilities, not on a set of arbitrary standards.

### BASIC SKILLS LEARNING CENTER

All of the courses taught in the center are individualized.

#### Capacity

40 students (Heterogeneous grouping)

#### Teachers

1 Reading specialist

3 English teachers

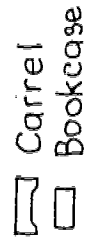
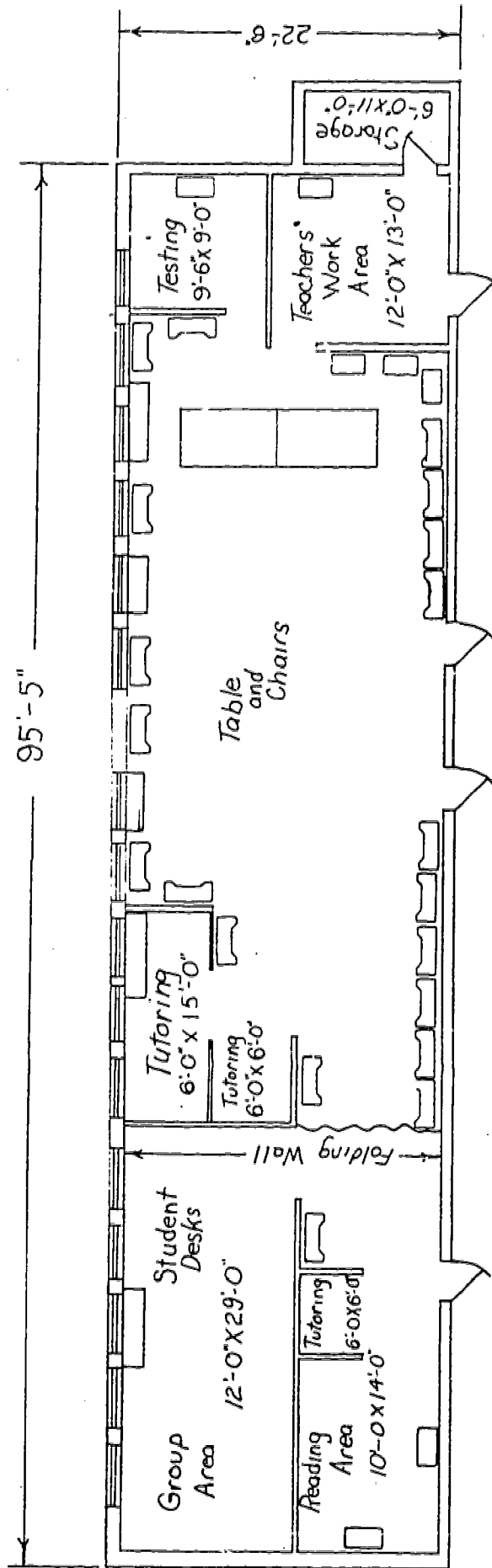
1 Teacher aid

#### Placement

All freshmen students

All students (9-12) who arrive after school starts.

Students taking elective courses on a space available basis. (The elective courses that are marked with an asterisk are courses that can be taken in the center.)



ENGLISH BASIC SKILLS LEARNING CENTER  
BOYS TOWN HIGH SCHOOL BOYS TOWN, NEBRASKA

## The English Basic Skills Learning Center

This description of the center is taken from the booklet titled "A Brief Description of High Intensity Learning Systems - Reading" from Random House, Inc. The High Intensity Learning Systems was developed by Dr. S. Alan Cohen and is managed by Random House, Inc. The High Intensity Learning Systems was selected by the Boys Town staff because it is based on solid principles of learning, the objectives are well defined and developed, the system offers in-service training for teachers, and it has proven itself in other schools. The Boys Town program has been expanded to include writing skills. Although the following paragraphs refer to reading skills, the same principles of learning apply to all communication skills. This description is intended only to serve as a brief overview of the system. Teachers who work in the center must complete approximately eighty hours of in-service training.

The High Intensity Learning Systems is really two things. It is a body of materials put out by over thirty publishers. It is also a classroom management system put out by Random House Educational Systems, Inc. The primary components of the system include in-service training, The Instructional Manager's Guide, The Catalogue of Instructional Objectives, and the testing program.

### The Background and Philosophy of the System

#### Basic Concepts

There are several concepts fundamental to High Intensity Learning Systems - Reading. Most important are:

1. Prescriptive diagnosis. Not only does the system provide tools for analyzing the student's reading behavior, it also helps the teacher prescribe activities for instruction.
2. Motivation. The system provides motivation through immediate reinforcement--the student gets "feedback" right away to let him know whether his response to a "learning stimulus" has been adequate.

3. Individualization. Because the system involves a large variety of specially designed materials, the teacher can personalize content, rate and level for each student.
4. Intensified instruction. Students learn efficiently through an intensified approach, using appropriate materials, technology and systems. The intensive approach means a new role for the teacher.
5. Performance objectives and criterion-referenced assessment techniques. Setting as a goal certain well-defined reading behaviors, schools can plan their curriculums more clearly; they can also evaluate students' performance with a knowledge of "what they are evaluating for."

What is prescriptive diagnosis, and what does it do?

Prescriptive diagnosis is a form of diagnosis which doesn't assign a number ("third-grade level"); doesn't assign an etiological label ("this boy has developmental dyslexia"); but does help the teacher find a way to teach the student to read. It has five main characteristics:

1. It defines the specific reading behavior to be measured, usually by the nature of the test used.
2. It describes the behaviors operationally, usually by the nature of the test item. (Sample test items: "Select one of four alternative titles that expresses the paragraph's main idea." "Circle the initial consonant in the word.")
3. It defines the conditions of behavior, specifying such circumstances as "with a timed test" and "in a classroom."
4. It defines the criteria of mastery in such terms as "grade level achievement" and "percent correct." These criteria of mastery are determined by the teacher, who takes into con-

sideration the entering level of the student, his general level of ability, his degree of retardation, and the level of the materials available. The teacher sets an expectancy level higher than that at which the student is currently operating, but low enough for the student to reach in a relatively short time.

5. It answers the question "So what shall I do about these findings?" The teacher doesn't just record a qualitative or quantitative designation to a piece of the student's test behavior (for example, "Tom only got 40% of the answers right on the initial-consonant test"); he also records a prescription indicating what activity, at what level, the student should work on in order to learn what he needs to learn.

#### The Accountability Concept

An important stimulus to this system's development has been a movement gaining force in schools throughout the country: the movement toward accountability. Accountability in a school program means that the program defines precisely what each student will learn--and that any observer can see whether the student has learned it. Both the teacher and the student know exactly what the student must learn; they know the methods and materials he will use to learn it; and they know what specific behavior the student must manifest for him and the teacher to know that learning has occurred.

#### Motivation

The student is motivated to continue his involvement in the Reading Center by receiving direct feedback for everything he does (in psychological terms, for every time he responds to a learning stimulus). Charts,

graphs, Achievement Awards and chances to spend more time on reading activities help give the student reinforcement or "pay-off." The Reading Centers are designed to be attractive and inviting. In addition to the kits, workbooks and other prescribed reading materials, they contain bins of trade books suitable for a wide range of interests and reading levels.

### Oral Communication Skills

The student's prime means of communication are through oral presentation. He communicates through articulation of ideas and events. Therefore, due to the importance of oral communication skills, the English program lists a speech class as a requirement instead of an elective. It is true that the development of oral skills is a continuous process and is an integral part of every English class. Nevertheless, the English department believes that every student will benefit both in his ability to communicate his ideas and in the building of self-confidence if he takes a speech class. The basic speech course is described on the following page. More specific objectives can be found in the teacher's lesson plans.



## Speech

Speech training contributes to the health of a free society and to the full development of its citizens. Those who live in freedom assume that persuasion is superior to force; that the methods of persuasion discussion, and debate are preferable to those of dictation and coercion. But the system of persuasion works only when all sides have equal opportunity to be heard and have spokesmen of approximately equal skill to defend their ideas. It requires, too, not just any kind of speaking, but effective, intelligent, and responsible speaking.

Not only does speech training contribute to the vigor of a free society, it also contributes to the development of the individual within that society. It contributes insofar as it enables citizens to participate more effectively in the decision-making processes of democracy. It contributes further in broadening the over-all appreciation of the individual. Literature had an oral tradition long before it was written down. Today the oral tradition reasserts itself. Through the techniques of modern recording, poets, humorists, dramatists, and intellectuals address a larger audience than ever before. The impact of radio and television are too apparent for elaboration.

### General Aims of Speech Course:

1. Improve the use of voice and oral language.
2. Provide self-analysis and development of poise through participation in projects and discussions.
3. Prepare pupils to be articulate members of a community, to express themselves clearly and effectively.
4. Acquaint students with various forms of communication arts - stage, radio, television - through actual participation in projects as class observation.
5. Learn to work cooperatively with others through democratic procedures.
6. Aid development of critical judgment and the ability to give and receive criticism in a healthy environment.

## The Elective Program

The elective courses are one semester courses. The number of students in a class depends on student ability and course difficulty. The elective courses are designed to meet the needs of both the vocational and the college bound students.

The courses marked with an asterisk are courses that will be offered as individualized courses in the learning center.

The number of semester courses required of a student depends on the type of diploma that the student is working toward.

### Courses

American Literature	Creative Writing
English Literature	*Grammar
Explorations in Literature	*Individualized Composition
(Mini-courses: mystery, adventure, sports science fiction)	Logic
	Debate
	Drama
Literary Classics	Journalism - The School Newspaper
(Mini-courses: Greek Lit., Roman Lit., the Bible mythology, the epic, Shakespeare)	Journalism - The Yearbook
The Minority Experience	Vocational English
Modern Literature	(Team taught)
(Team taught, Individualized Packets)	*Speed Reading
*Readings in Literature	The Newspaper and the Magazine
(Guided Reading Program)	TV and Film
Satire and Humor	
Understanding Man I	
Understanding Man II	
World Literature	

The elective courses are designed to meet the needs of both the non-college bound student and the college bound student. Not all of the courses described in this section will be taught every year. The courses that are taught each year will depend on the number of students that elect the course. Further, since the elective program is open to experimentation, courses may be offered that are not listed here.

The course descriptions that follow this preface are very brief. The teachers who teach the courses are asked to prepare lesson plans that list all of the general and specific objectives as well as the methods for the course. These lesson plans are made available to other teachers and administrators. However, some general remarks about electives are called for to remind the teachers that there is a danger of losing continuity in an elective program. When the teachers write their lesson plans, they are asked to keep the following points in mind. These also will be the areas that will be checked when classroom visitations are made by the department chairman.

First of all, the task of individualizing the English program does not end in the learning center. It is the duty of the entire department to develop teaching methods that will individualize all of the courses that are offered. Teachers should be guided by the nine responsibilities for individualizing instruction that are listed in the general introduction to this curriculum guide.

Second, the teaching of reading and writing skills does not end in the 9th grade. The elective courses must continue to reinforce these skills.

### Writing

The goal of all instruction in writing is to encourage the student to express himself in writing in a clear and understandable manner. Although there are a variety of approaches to the improvement of writing skills, there is one premise that is most vital to the student's growth in writing skills. That premise is that a student learns to write by writing. Therefore, written assignments that will provide the student with a variety of writing experiences must be made an integral part of all the elective courses. Further, merely assigning written work will not help the student. The practice in writing should also be structured and evaluated. To achieve this, teachers are instructed to use the following guidelines.

1. Be concerned with what the paper really says and mark both the strengths and the weaknesses.
2. Make corrections and comments instructional.
3. Provide time for editing and revising.
4. Emphasize student responsibility for editing and improving.
5. Provide for individual and small group conferences.
6. Make use of student papers in class.
7. Reward creativity in writing at all levels of ability.

## Reading

Literature teachers often optimistically presume that the student has already mastered all of the skills that are needed for interpreting written symbols. When reading skills are discussed, teachers often think only of remedial reading classes, forgetting that the reading of various types of literature also calls for instruction in reading skills improvement. For this reason, the following list of reading skills has been reprinted from the English Journal (March 1969, pp. 373-4). The teacher should review this list in organizing his lesson plans to ensure that he is helping the students develop the competencies and skills that he needs.

- I. Vocabulary Skills: ability to use context clues; to use phonetic and structural analyses; to use the glossary and the dictionary; to use wide reading; to develop and extend word meaning.
- II. Comprehension Skills: extension of ability to find and to understand details and main ideas; to relate supporting details to main ideas; to understand sequence of ideas and events.
- III. Skills for Studying Factual Materials: ability to define a specific purpose for reading; to adjust the method of reading to one's purpose and to the nature of the material; to locate information; to evaluate, organize, and use information; to remember what is read.
- IV. Creative Reading Skills: ability to draw conclusions and to make inferences; to anticipate events and to predict outcomes; to use in new situations the ideas gained through reading; to select and use several sources of information in solving a problem; to judge the validity of information in solving a problem; to identify the writer's purpose; to distinguish between the relevant and the irrelevant, the important and the unimportant; to distinguish between cause and effect, and between fact and opinion.
- V. Skills Needed for Reading Literature, Understanding, Appreciation: how literature can develop living through insights into the ways others live, think, and feel; how literature can develop aesthetic values; how literary situations can be used to understand oneself and one's life; how an author develops plot; how he reveals character; how characteristics of different literary forms affect the writing and reading of literature; how the reading of literature is expanded by visualizing characters and setting; how it is expanded by

"hearing" characters' voices and conversations; the effects of telling a story from different points of view; the use of flashbacks and other time patterns; the importance of foreshadowing clues; the use of descriptive and affective language; the use of symbols and figures of speech. The use of humor, satire, irony; the use of mood, tone, the "speaking voice," and how the author creates them; the effects of rhythm and rhyme in poetry; types of poetic form; the effectiveness of word sounds in poetry; the enchantment of literature through oral reading; the enjoyment of literature through appreciative listening.

### Literature Selections

The major reason for teaching literature is to have the students develop a mature appreciation for and understanding of literary works so that they will develop both personally and socially. The readings should arouse the student's intellectual curiosity and give him a deeper awareness of himself, his fellowman, and the world he lives in. It is these humanistic goals that differentiate a liberal education from a strictly utilitarian education.

This guide does not intend to dictate to the teacher the literary selections that must be utilized. The following criteria are given so that the teacher may be guided in selecting reading material.

The content of the literature program should:

1. Present a reasonable spread of easy to difficult-to-read.
2. Be relevant to the varying interests of the students.
3. Enable the students to relate themselves to the kind of world in which they live.
4. Provide ideal images of what they may become.
5. Encourage the pupils to know themselves and seek their potential.
6. Give the students pleasure.
7. Satisfy the esthetic needs of the pupil.

### Free Reading

According to John C. Dana, the twelve rules for improving reading are the following: "1. Read, 2. Read, 3. Read some more. 4. Read anything. 5. Read about everything. 6. Read enjoyable things. 7. Read things you yourself enjoy. 8. Read, and talk about it. 9. Read very carefully some things. 10. Read on the run most things. 11. Don't think about reading, but 12. Just read."

If we are to turn out students that will want to read, we cannot rely solely on limited assigned reading. That means that during the school years we must cultivate in our students the habit of reading by guiding them to read material that they will enjoy. An evaluation of the types and amount of outside reading also presents the teacher with an excellent opportunity to evaluate the student's attitude toward reading. It is left up to the discretion of the individual teacher to determine the type and amount of outside reading. The objective is to cultivate a desire to read. The appendix does contain recommended reading lists for the various levels. The teachers should use these lists when recommending books to their students.

#### Student Guidance

Finally, the English department will continue to work with the guidance counselors so that the students are given the information and advice they need to select courses that will benefit them.



## Course Descriptions

### American Literature

The literature selections in this course offer an interpretation of the American spirit by the country's outstanding writers from colonial times to the present day. These selections reflect American principles and ideals. They are also selected for their artistic merit, and they contain ideas for meaningful discussion. The discussions and written assignments attempt to broaden the student's understanding of how present day American ideals have developed through the years. This course is open to juniors and seniors.

### English Literature

The literature selections in this course emphasize the achievement of significant authors and the development and influence of various literary trends. One of the primary aims of this course is to aid the student in analyzing literary worth and in expressing his growing ability to distinguish between good and mediocre literature. This course is open to juniors and seniors.

### Explorations in Literature

This is an excellent course for students who profess to be non-readers. The books are selected for their interest and readability. The course is developed around a mini-course format. The literature selections for the mini-courses are taken from mystery stories, adventure stories, sports stories, and science fiction. It is the aim of this course not only to get the student to read, but also to express himself in speech and writing.

### Literary Classics

Through the use of a mini-course format, students will be introduced to the literary giants of many ages. The selections are taken from Greek literature, Roman literature, the Bible, mythology, the epic, and Shakespeare. One of the objectives of this course is to show how these classics have effected our current literary scene. The ultimate and hoped for goal is to have the students leave the course with the desire to continue reading selections from the classics.

### The Minority Experience

The students in this course will be concerned with the culture and heritage of various peoples as seen in literary selections which deal with the lives and customs of specific ethnic groups (Black, Mexican-American, Indian, etc.). One of the objectives of this course is to have the students become aware of the contributions of all ethnic groups to our literary culture.

### Modern Literature

This course will utilize team teaching and individualized learning packets. The course will include all types of modern literature, and the students will be given some choice in the selections they will study. Some of the objectives of the course are: to help the student develop the skills to analyze literary works more intensively, organize basic philosophical ideas and beliefs in a written paper, and better understand himself and his place in the universe.

### Readings in Literature

This individualized approach to literature is basically a guided reading program. Students are assigned to the individualized learning center for this course. The primary objectives of the program are, first, to expose the student to a broad base of literature, and, second, to introduce him to the better writers and show him how their works have influenced literature. The only specific objective that can be immediately tested is the factual knowledge the student gained from the books. If the course does motivate the student to continue reading books and develop a desire for the knowledge, insight and appreciation that one gets from reading, the course will have fulfilled its ultimate goal. It is hoped that the individualized approach and wide selection of books will help foster this attitude toward literature.

This course is designed for students of all ability levels. Every effort was made to include great literature as well as relevant literature for today's youth. In addition, using the Dale-Chall readability formula, the selections were made so that the reading level ranges from grade 5 to the college level. Laboratory cards are provided for each title. The cards include a student introduction, meaning study, and comprehension study. The questions progress from the simple to the complex. The questioning is patterned so that the below average student can attain a passing percentage score.

The students are given a reading test to determine their reading level. In a student-teacher conference, the teacher uses this information to help the student set up his objectives for the course. The student is also told how many books he will have to read to receive a certain grade. This is done on an individual basis.

### Satire and Humor

There are many different types and uses of humor and satire, and in this course the student will see how they range from simple entertainment and amusing stories to piercing social comment and ridicule in writing, film, and TV. After reading and viewing some of the works of several well-known humorists and satirists, the student will try writing his own humor and satire.

### Understanding Man I and II

These are excellent courses for students who are deficient in basic skills. The students will utilize the materials from the Gateway English Program. This is a complete language arts program developed by Hunter College for inner-city students. The reading selections are of high interest-low level reading levels. The courses include a reading and writing skill building program.

Understanding Man I covers the areas of knowing and discovering oneself and family and coping with everyday situations through literature.

Understanding Man II covers the areas of strivings in life and justice and the contrast of rebels and regulars through literature.

### World Literature

This is an excellent course for the student who has had problems reading the selections in most literature courses. Materials from the Scott, Foresman Compass program are used. The literary selections in this program were selected for their high interest and readability and include works by authors from all over the world. The selections are grouped into thematic units. A reading and writing skills improvement program accompanies the reading selections.

### Creative Writing

Students learn to write only by writing, editing, and testing the effect of their words on others. Practice is essential. The practice, however, should not be routine. It should be enjoyable and rewarding and encourage the students to use their imagination. To achieve this aim, the materials used in this course are designed to stimulate the student's imagination and provide him with a variety of writing experiences. These experiences should provide an opportunity for every student to discover and know himself and provide an opportunity for every student to observe, reflect upon, and reveal experiences in writing for others.

### Grammar

This course is offered for those students who think that they would benefit from an intensive and organized review of grammar. The course is individualized so the student will be working only in the areas of his weakness.

### Individualized Composition

#### An Individualized Approach to Better Writing

This elective course is designed to give a student who wants to improve his writing the chance to do it in a setting that permits him to work and learn at his own rate.

This course includes both a study of grammar and a variety of writing experiences. The student uses a programmed text and a variety of filmstrips for grammar study. A student can skip all or part of the grammar section of this course through the use of pre-tests. The writing assignments are arranged so that the student will gain from a

variety of writing experiences. Many of the writing assignments use films, filmstrips, and tapes to help the student develop topics for his essays.

The course is taught in the individualized learning center. The student is given a packet for the course. He can then select his supervisor from among the teachers in the center. He confers with his supervisor each time he completes a unit.

A list of specific objectives is listed in the student's packet. Teachers are to use this list when they evaluate the student's progress.

#### Logic

Propaganda, political and advertising language, and basic argumentation techniques will be studied through selections from literature, speeches, and media sources. The course attempts to teach a system of argument organized especially for any occasion where the mind needs to triumph over blind prejudice or emotions. Written and oral assignments are included in this course. The course is open to seniors only.

#### Debate

This course may be substituted for the speech requirement, but it is limited to students of average and above average ability. The course, designed for all students interested in speech and argumentation, explores the techniques and principles related to parliamentary procedure, group and panel discussion, and formal debate. It offers training and experience in self-expression based on research, logical organization and presentation, rebuttal, and cross examination. This course serves as the basic training course for the varsity debate team.

### Drama

This course will serve as an introduction to the techniques of acting and the fundamentals of play production. Students read and present scenes from famous plays and discuss the problems associated with their interpretations. The course forms the nucleus for the drama activities at Boys Town.

### Journalism - The School Newspaper

This workshop course is directed toward the publication of the school newspaper, The Cowboy Gazette. It should be limited to students of at least average ability. Particular emphasis is placed on news editorial, sports, and feature writing along with column typing and page layout.

### Journalism - The Yearbook

This workshop course is directed toward the production of the school yearbook, The Pylon. It should be limited to students of at least average ability. The emphasis in this course is on the planning, composition, layout of articles, artwork, and photography for periodicals, annuals, and special publications.

### Vocational English

This is a very practical course, and all students should complete this course before they graduate. It is open to students of all ability levels. The course will employ team teaching techniques and will utilize personnel from the English department, the trade school, the guidance department, and speakers from the professions, businesses, and trade unions. The course will cover vocabulary and reading skills for technical manuals, letter writing, application forms, job hunting, job interviews, employer-employee relations, and job resumes. The primary objective of the course is to make the student aware of the need for

good communication skills in all walks of life. The course is limited to juniors and seniors.

#### Speed Reading

This course is taught in the individualized learning center. It is designed for students who are reading at at least the eighth grade level or higher, and who are sincerely interested in streamlining their reading skills. Areas of concentration include: overcoming nine brakes that slow down reading; developing efficient eye movements; learning to study effectively; knowing how to take shortcuts utilizing techniques of skimming, scanning, previewing and over-viewing; critical reading-inferences, detecting propaganda techniques, etc; appreciation of various types of literature; building a better vocabulary; establishing a life-time program for maintaining and further developing skills in the aforementioned areas.

#### The Newspaper and the Magazine

This course offers a comparison of local, national, and international news. Feature and editorial writing are examined for style, impact, and bias. Propaganda and advertising techniques are also studied. Written and/or oral reaction and reporting are expected. The primary objective of the course is to develop the student's reading skills so that he can read about, interpret, and discuss intelligently the daily issues he will face when he leaves school.

#### TV and Film

The informational impact for the majority of the students will increasingly be coming from the mass media. If the students are to be expected to interpret and discuss the issues they will face, they



should be developing the skills they will need. A study of TV and film-making techniques and the actual making of films should help the students develop critical viewing skills. The students will also be made aware of how films and TV can and do utilize propaganda techniques. Written and/or oral reaction and reporting are expected. This course is open to students of all ability levels.

### Summer School

The high school offers a nine week summer school session as part of the Home's summer program. The school day consist of four one-hour periods. A fifth hour is offered to students who desire to earn a full semester credit.

Students select the courses either because they need to make up credits or because they wish to take additional courses. In addition, all choir students are required to attend the summer school session because they go on their nationwide tour during the first quarter of the fall term.

The English department offers generally the same courses during the summer as during the spring and fall terms. The major difference is in the amount of material that is covered and the number of credits that can be earned. The English Basic Skills Learning Center provides the same program as during the regular school term. A student may earn a full semester's credit by working in the center for two hours a day. The number of elective courses that are offered depends on how many students sign up for a course.

## Reading Lists

List A: Literary Selections

List B: High Interest - Low Level Selections

The following book lists are presented here for the benefit of teachers who desire to compile reading lists for their classes. The selections are neither mandatory nor exhaustive. The first list contains selections that have been, with few exceptions, adopted by the majority of public, parochial, and private secondary schools in the Omaha area. They are recommended to those students seeking to build a good background in English and American literature and looking for an interesting tale or account. The second list contains books that were selected on the basis of their difficulty and their interest. The selections were made with the thought in mind that the reading material should be of the appropriate level of difficulty, it must be suitable in type, and it must be of the appropriate interest level. The disabled reader will not be interested in reading material that he cannot read, no matter how attractive the subject matter. Teachers should keep this in mind when compiling reading lists for the low level classes.

## List A

## Literary Selections

Austen	<u>Pride and Prejudice</u>
Baldwin	<u>Nobody Knows My Name</u>
Balzac	<u>Pere Goriot</u>
Barrett	<u>Lilies of the Field</u>
Bellamy	<u>Looking Backward</u>
Bennett	<u>The Old Wives Tale</u>
Bronte	<u>Jane Eyre</u>
Bronte	<u>Withering Heights</u>
Buck	<u>The Good Earth</u>
Bulfinch	<u>The Age of the Fable</u>
Bunyan	<u>Pilgrim's Progress</u>
Burdick	<u>Fail Safe</u>
Butler	<u>The Way of the Flesh</u>
Carroll	<u>Alice in Wonderland</u>
Carson	<u>The Sea Around Us</u>
Cather	<u>My Antonia</u>
Catton	<u>Death Comes for the Archbishop</u>
Cervantes	<u>Stillness at Annamstox</u>
Chaucer	<u>Don Quixote</u>
Chekhov	<u>The Canterbury Tales</u>
	<u>Short Stories</u>
Clemens (Twain)	<u>The Cherry Orchard</u>
	<u>Tom Sawyer</u>
	<u>Huckleberry Finn</u>
	<u>A Connecticut Yankee</u>
Coleridge	<u>The Rhyme of the Ancient Mariner</u>
Collins	<u>The Moonstone</u>
Conrad	<u>Lord Jim</u>
	<u>The Heart of Darkness</u>
Cooper	<u>Last of the Mohicans</u>
Crane	<u>Red Badge of Courage</u>
Cronin	<u>Keys of the Kingdom</u>
Curie	<u>Madame Curie</u>
Dante	<u>Divine Comedy</u>
Day	<u>Life With Father</u>
Defoe	<u>Robinson Crusoe</u>
Dickens	<u>A Christmas Carol</u>
	<u>David Copperfield</u>
	<u>Great Expectations</u>
	<u>Oliver Twist</u>
Dickenson	<u>Poems</u>
Dooley	<u>Deliver Us From Evil</u>
Dostoevsky	<u>Crime and Punishment</u>
Douglas	<u>The Robe</u>
Doyle	<u>Sherlock Holmes</u>
Dreiser	<u>An American Tragedy</u>
Drury	<u>Advice and Consent</u>
Dumas	<u>The Three Musketeers</u>
	<u>The Count of Monte Cristo</u>
Durant	<u>The Story of Philosophy</u>

Eliot  
 Emerson  
 Faulkner  
 Fitzgerald  
 Forester  
 Frank  
 Franklin  
 Galsworthy  
 Gilbreth  
 Golding  
 Goldsmith  
 Greene  
  
 Gunther  
 Hamilton  
  
 Hansberry  
 Hardy  
  
 Hawthorne  
  
 Hemingway  
  
 Hershey  
 Herzog  
 Heyerdahl  
 Hilton  
 Homer  
  
 Hudson  
 Hugo  
 Huxley  
 Ibsen  
 Irving  
 James  
 Keats  
 Keller  
 Kennedy  
 Kipling  
 Knowles  
 Lamb  
 Leacock  
 Le Carre  
 Lederer  
 Lee  
 Lewis  
 London  
 Lord  
 Malory  
 Maugham  
 Maupassant  
 Melville  
 Michener  
  
Silas Warner  
Essays  
Intruder in the Dust  
The Great Gatsby  
Sink the Bismark  
The Diary of Anne Frank  
Autobiography  
The Forsythe Saga  
Cheaper by the Dozen  
Lord of the Flies  
The Vicar of Wakefield  
Collected Essays  
The Quiet American  
The Power and the Glory  
Death Be Not Proud  
The Greek War  
The Roman Way  
Mythology  
Raisin in the Sun  
Far From the Madding Crowd  
The Return of the Native  
House of Seven Gables  
Scarlet Letter  
For Whom the Bell Tolls  
The Old Man and the Sea  
Hiroshima  
Annapurna  
Kon-Tiki  
Lost Horizon  
Illiad  
Odyssey  
Green Mansions  
The Hunchback of Notre Dame  
Brave New World  
Enemy of the People  
Sketch Book  
The Portrait of a Lady  
Poems  
The Story of My Life  
Profiles in Courage  
Short Stories  
A Separate Peace  
Essays  
The Best of Leacock  
The Spy **Who** Came in From the Cold  
The Ugly American  
To Kill a Mockingbird  
Main Street  
Call of the Wild  
Day of Infamy  
Morte D'Arthur  
Of Human Bondage  
Short Stories  
Moby Dick  
The Bridge at Toko-ri

Miller	<u>Death of a Salesman</u>
Mitchell	<u>Gone With the Wind</u>
Morley	<u>The Hauried Bookshop</u>
Munro	Short Stories
Nash	Verse
Nordoff	<u>Mutiny on the Bounty</u>
	<u>Man Against the Sea</u>
O'Hara	<u>My friend Fluka</u>
O'Neill	<u>Ah' Wilderness</u>
Orwell	<u>Animal Farm</u>
Oursler	<u>Father Flanagan of Boys Town</u>
Paine	<u>The Rights of Man</u>
Palgrave	<u>The Golden Treasury</u>
Parkman	<u>The Oregon Trail</u>
Paton	<u>Cry, The Beloved Country</u>
Plato	<u>The Dialogues</u>
Plutarch	<u>Lives of Noble Greeks and Romans</u>
Poe	Tales
Porter	Short Stories
Portis	<u>True Grit</u>
Potok	<u>The Chosen</u>
Remarque	<u>All Quiet on the Western Front</u>
Roberts	<u>Northwest Passage</u>
Rolvaag	<u>Giants in the Earth</u>
Rostand	<u>Cyrano de Bergerac</u>
Sandburg	<u>The People</u>
	<u>Abe Lincoln Grows Up</u>
Saroyan	<u>The Human Comedy</u>
Scott	<u>Ivanhoe</u>
Shakespeare	<u>Hamlet</u>
	<u>MacBeth</u>
	<u>Julius Caesar</u>
	<u>Romeo and Juliet</u>
	<u>Saint Joan</u>
Shaw	<u>The Rivals</u>
Sheridan	<u>The Rise and Fall of the Third Reich</u>
Shirer	<u>On the Beach</u>
Shute	<u>Graves of Wrath</u>
Steinbeck	<u>The Pearl</u>
	<u>The Confessions of Nat Turner</u>
Styron	<u>Gulliver's Travels</u>
Swift	<u>Vanity Fair</u>
Thackeray	<u>Walden</u>
Thoreau	<u>War and Peace</u>
Tolstoy	<u>Around the World in Eighty Days</u>
Verne	<u>Our Town</u>
Wilder	<u>Bridge of San Luis Rey</u>
	<u>The House That Roared</u>
Wibberly	<u>The Wooden Horse</u>
Williams	<u>Fifth Chinese Daughter</u>
Wong	

## List B

## High Interest - Low Level Selections

Aldermen	<u>Samuel Adams</u>
Barrett	<u>Lilies of the Field</u>
Bowden	<u>Three on the Run</u>
Beim	<u>Trouble After School</u>
Bishop	<u>The Day Lincoln Was Shot</u>
Bonham	<u>Durango Street</u>
Bontemps	<u>The Story of the Negro</u>
Brickhill	<u>Reach for the Sky</u>
Burdick	<u>Fail Safe</u>
Eurger	<u>The Inn of the Sixth Happiness</u>
Burn	<u>Gus Wilson's Model Garage</u>
Burne	<u>John Kennedy</u>
Carson	<u>Coach Nobody Liked</u>
Carson	<u>Court Clown</u>
Carson	<u>Hot Shot</u>
Cassiday	<u>Blast Off</u>
Castex	<u>Nightmare Rally</u>
Clarke	<u>Black Soldier</u>
Clarke	<u>The Big Road</u>
Clarke	<u>High School Dropout</u>
Clarke	<u>Roar of Engines</u>
Cohen	<u>Three Who Dared</u>
Colman	<u>Classmates by Request</u>
Colver	<u>Abraham Lincoln</u>
Corbin	<u>High Road Home</u>
Daugherty	<u>Daniel Boone</u>
Daugherty	<u>Ten Brave Men</u>
Decker	<u>Hit and Run</u>
Donovan	<u>PT 109</u>
Dooley	<u>Doctor Tom Dooley</u>
Douglas	<u>Freedom River</u>
Douglas	<u>Hunger for Racing</u>
Ewiers	<u>Sidney Poitier: The Long Journey</u>
Fast	<u>April Morning</u>
Felson	<u>Hot Rod</u>
Fisher	<u>My Cousin Abe</u>
Forbes	<u>Johnny Treasin</u>
Ford	<u>The Mystery of the Inside Room</u>
Frank	<u>The Diary of a Young Girl</u>
Frankel	<u>Pro Football Rookie</u>
Garagioli	<u>Baseball Is a Funny Game</u>
Gault	<u>Dirt Track Summer</u>
Gelman	<u>Baseball Bonus Kid</u>
Gelman	<u>Evans of the Army</u>
Gelman	<u>Football Fury</u>
Gibson	<u>From Ghetto to Glory</u>
Gipson	<u>Old Yeller</u>
Gollomb	<u>Tiger at City High</u>
Graff	<u>George Washington</u>
Graham	<u>South Town</u>
Graves	<u>John F. Kennedy</u>
Griffin	<u>Black Like Me</u>
Gunther	<u>Death Be Not Proud</u>

Hall	<u>Spirit of Robert F. Kennedy</u>
Hansberry	<u>A Raisin in the Sun</u>
Hersey	<u>A Bell for Adams</u>
Heuman	<u>Back Court Man</u>
Hinton	<u>The Outsiders</u>
Hughes	<u>Famous American Negroes</u>
Hunter	<u>Blackboard Jungle</u>
Hyman	<u>No Time for Sergeants</u>
Jackson	<u>Anchor Man</u>
Jackson	<u>Call Me Charley</u>
Jackson	<u>Charley Starts From Scratch</u>
Jones	<u>High Gear</u>
Kaufman	<u>Up the Down Staircase</u>
Kennedy	<u>Profiles in Courage</u>
Kostka	<u>Climb to the Top</u>
Krumgold	<u>Onion John</u>
Latham	<u>Sam Houston</u>
Lee	<u>To Kill a Mockingbird</u>
Lord	<u>Day of Infamy</u>
Lord	<u>Night to Remember</u>
Maclean	<u>Ice Station Zebra</u>
Mantle	<u>The Quality of Courage</u>
Merrill	<u>Push Cart War</u>
Neville	<u>It's Like This, Cat</u>
Nolan	<u>When Engines Roar</u>
Olson	<u>Bucket of Thunderbolts</u>
Oursler	<u>Father Flanagan of Boys Town</u>
Peare	<u>F.D.R. Story</u>
Pearson	<u>Pony of the Sioux</u>
Piersall	<u>Fear Strikes Out</u>
Plimpton	<u>Out of My League</u>
Porter	<u>Keeper Play</u>
Portis	<u>True Grit</u>
Richter	<u>The Light in the Forest</u>
Richter	<u>A Country of Strangers</u>
Rourke	<u>Davy Crockett</u>
Rowan	<u>The Story of Jackie Robinson</u>
Rowan	<u>Wait Till Next Year</u>
Ruth	<u>The Babe Ruth Story</u>
Sands	<u>My Shadow Ran Fast</u>
Schaefer	<u>Shane</u>
Schoor	<u>The Jim Thorpe Story</u>
Serling	<u>The President's Plane Is Missing</u>
Shotwell	<u>Roosevelt Grady</u>
Sullivan	<u>Wilt Chamberlain</u>
Tunis	<u>All American</u>
Tunis	<u>Silence Over Dunkercue</u>
Verne	<u>Around the World in Eighty Days</u>
Verne	<u>Journey to the Center of the Earth</u>
Washington	<u>Up From Slavery</u>
Weber	<u>Reamy Malone</u>
Werstein	<u>The Long Escape</u>
White	<u>Up Periscope</u>
Whitney	<u>A Long Time Coming</u>
Wibberly	<u>The Mouse That Roared</u>
Williamson	<u>Trapped in Space</u>
Zanger	<u>The Long Reach</u>



## Additional High Interest - Low Level Titles

Auto Racing

Dragging & Driving  
Great Auto Race, The

MacPherson  
 Carlson, R. & G.

Baseball

A Pennant for the Kremlin  
Amazing Acts, The  
Babe Ruth Story, The  
Baseball  
Baseball Laughs  
Baseball Spark Plug  
Baseball Stars of '66  
Baseball Stories  
Baseball Wit & Wisdom  
Fence Busters  
Fighting Southpaw, The  
General Baseball Doubleday  
Greatest in Baseball, The  
Highockets  
Hillbilly Pitcher  
How to Star in Baseball  
Junk Pitcher  
Kid Comes Back, The  
Kid Who Batted 1,000, The  
Little League Victory  
My Greatest Day in Baseball  
Nine Make a Team  
1964 Major League Baseball Handbook  
Outfield Orphan  
Real Book About Baseball, The  
Red-Headed Outfield, The & Other  
Baseball Stories  
Relief Pitcher  
Schoolboy Johnson  
Stan Musial  
Stan Musial  
Steady  
Strike Three  
Today's Game  
Treasure at First Base  
Winning Pitcher  
Wonder Boy  
World Series  
Yogi Berra

Molloy  
 Mitchell  
 Ruth  
 Toporcer  
 Masin  
 Zanger  
 Robinson  
 Owen  
 Graham & Hyman  
 Bee  
 Flood  
 Holzman  
 Davis  
 Tunis  
 Jackson  
 Masin  
 Knott  
 Tunis  
 Allisor-Hill  
 Bishop  
 Carmichel  
 Neigoff  
 Anderson  
 Archibald  
 Hopkins

Grey  
 Friendlich  
 Tunis  
 Broeg  
 Robinson  
 Renicks  
 Bee  
 Quigley  
 Clymer  
 Porter  
 Heuman  
 Tunis  
 Trimble

Basketball

Backcourt Atom  
Basketball Case Book, 1966-67  
Basketball for Boys

Olgin, Joseph  
 Orsborn

<u>Basketball Player Handbook, 1964-65 &amp; 1965-66</u>	
<u>Basketball Rules, 1965-66</u>	
<u>Basketball Rules, 1964-65</u>	
<u>Basketball Stars of 1964</u>	
<u>Break for the basket</u>	Stainback
<u>Buzzer Basket</u>	Christopher
<u>Champion of the Court</u>	Bee, Clair
<u>Coach Nobody liked, The</u>	Verral
<u>Go Team, Go</u>	Carson
<u>Hoop Crazy</u>	Tunis, John
<u>How to Star in Basketball</u>	Bee
<u>So You Want to Play High School Basketball</u>	Masin
<u>Wilt Chamberlain</u>	Pink, Charles
	Sullivan
<u>Boating</u>	
<u>Power and Sail</u>	Lydgate
<u>Bowling</u>	
<u>Strike</u>	Clause & McBride
<u>Young Sportsman's Guide to Bowling</u>	Weber & White
<u>Boxing</u>	
<u>How to Judge Boxing</u>	Gilmer, Frank
<u>Diving</u>	
<u>Pearl Lagoon, The</u>	Nordhoff, Charles
<u>Skin Diving</u>	Dresner, Sim
<u>First Aid - Anatomy</u>	
<u>American Red Cross First Aid Textbook</u>	
<u>Athletic Injuries</u>	
<u>First Aid</u>	
<u>How Your Body Works</u>	Schneider, J.
<u>Wonders of the Human Body</u>	Ravielli
<u>Football</u>	
<u>Bertie Comes Through</u>	Felsen
<u>Fighting Blood</u>	Weliger
<u>Fighting Coach</u>	Jackson & Schulz
<u>Football for Boys</u>	Kuharich, Joe
<u>Football Fun</u>	Gelman
<u>Great Teams of Pro Football</u>	Smith
<u>How to Star in Football</u>	Masin
<u>Kick-off</u>	Fenner, P.
<u>Nicky's Football Team</u>	Renick
<u>Pro-Football Handbook</u>	Anderson
<u>Pro Football's Hall of Fame</u>	Daley
<u>Pro Quarter Back</u>	Tittle & Liss
<u>They Pay Me to Catch Footballs</u>	McDonald
<u>Touchdown for Tommy</u>	Christopher

Hockey

Slashing Blades

Porter

Miscellaneous

Encyclopedia of Sports, The  
Great Sports Stories  
Here's Why: Science in Sports  
Hit Parade of Sports Stories  
How to Improve Your Sports (Series)  
Outdoor Sports Stories  
Where Speed is King

Menke, F. G.  
Masin  
Barr  
Friendlich, D.  
Athletic Institute  
Furman  
Hyde, M. & E.

Skiing - Soccer

No Head for Soccer  
Skiing for Beginners

Harkins, P.  
Brown, Conrad

Swimming

Collegiate Swimming Guide, 1962  
Life Saving & Water Safety  
Swimming & Water Safety

American Red Cross  
American Red Cross

Tennis

Tennis is My Racket

Riggs

Track

Comeback Guy, The  
Duel on the Cinders  
How to Star in Track & Field

Frick, C. H.  
Porter  
O'Connor

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