

A STUDY OF SOME PROVISIONS MADE FOR INDIVIDUAL
DIFFERENCES IN TEACHING HIGH SCHOOL ENGLISH

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EDUCATION does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of the letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise; but above all, by example.

--John Ruskin

GUIDANCE IN THE HIGH SCHOOL PROGRAM

Guidance should assist the individual to greater self-dependence and to the knowledge of self and the opportunities for self. Since the turn of the century, educators have come to accept the principles of human differences and the need for individual pupil guidance. Even though the principles are accepted, evidence shows there is little change in the day-to-day treatment of all students.

Many programs can be found which appear to fulfill the needs for individual guidance, but they are actually not effective if used by themselves. The characteristic tools of guidance must be employed with care and understanding by the classroom teacher in conjunction with the guidance counselor if they are to be effective.

Professional people in the educational field appear to be divided into two schools of thought regarding the place of guidance in the school program. One group believes guidance and education are synonymous; all guidance is education and all education is guidance. The other believes guidance is a specialized type of education to be carried on by trained specialists in the field.

There is a third viewpoint, a relative newcomer to the situation. This holds that education can be good only when permeated with guidance and here the classroom teacher is recognized as the key person in the majority of guidance programs. The

guidance specialist then may be used as a resource to help the teachers and parents.

There are five primary functions of guidance. They are:

1. To help the individual to understand himself.
2. To help the individual to understand and know the various paths and environmental opportunities that lie ahead of him.
3. To counsel the individual.
4. To assist the individual through placement in a suitable job.
5. To assure the individual by a follow-up program of a maximum of satisfaction in his vocation to himself and benefit to others.

A primary purpose of guidance is the growth of self-reliance, self-dependence in the student to the end that the advice of teachers and parents may become less and less necessary, and finally that the student will, with well placed self-confidence, rely upon his own decisions.

All human beings need guidance at some time during their lives. Some need it constantly, others less often, and a few only at rare intervals. Nearly all students, regardless of mental attainments, require assistance in choosing their life vocations or in just getting along with others.

The present demand for a definite provision for guidance at the secondary school level is based on many factors. A few of them are listed here.

- a. Changing conditions in the home
- b. Changing conditions in labor and industry
- c. Changes in population
- d. Changes in birth and death rates
- e. Increase in amount of general education demanded
- f. Elimination from school
- g. Leisure time
- h. Moral and religious conditions
- i. Necessity for changed social program
- j. Appeal of psuedo sciences such as astrology, numerology, physiognomy, and other misleading cults
- k. The present world turmoil.

Every teacher has been incorporating guidance in her classroom teaching every day, with or without the realization of the fact. If she is a capable and understanding teacher, she:¹

- a. Thinks of the pupils behavior as being caused
- b. Is able to neither accept nor reject any child emotionally
- c. Realizes each child is unique and an individual
- d. Realizes that her students face inner development
- f. Uses scientific methods in making judgments for any boy or girl

¹ American Council on Education, Helping Teachers Understand Children, p. 8-10.

During the past four years of teaching, the author has tried to make provisions for individual differences in the secondary school English classroom. Because English is a required subject the majority of students can see no particular reason for the study of such items as parts of speech, sentence construction, spelling, essays, poetry, and the like. The various reactions to the required course were expressed in indifference, boredom, curiosity, and, in some cases, genuine interest coupled with the desire to learn.

Perhaps in no other course can the teacher have as great an influence over the future of her pupils as she can in the English classroom. It is here that she has an unusual chance to understand her pupils and help them prepare for happy and successful lives.

In the following pages there appears an outline of a program of teaching, based on guidance within the everyday study of English.

MAKING THE PURPOSE CLEAR IN ENGLISH

In practice teaching, the author was taught to make and use lesson plans for each period of the teaching day. There was a section of each plan devoted to the purpose of the lesson. When facing an English class at the beginning of each year, one realizes anew that here is another group of students attending a class not because they wish to but because they are required to come.

To the majority of boys and girls, English holds no particular fascination. To them it is going to be dull and uninterest-

ing and takes an hour a day of their valuable time:—Time which they think could be used to a much more enjoyable advantage.

Why is it necessary to be able to speak and write correctly? Why so important to select a "correct" type of book? Why bother to learn a set of "rules" for grammar, punctuation, spelling, to say nothing of writing themes that will, in all probability, never be read by anyone except the teacher? These were just a few of the countless number of questions heard and to the author, they presented a challenge.

During the beginning week of each school year, questions were asked of the students before they had an opportunity to voice them to each other. The resulting answers came from brains forced into thinking. Debates and arguments were common and welcome. Suggestions were given freely concerning the course of study for the year. Goals were planned, not unattainable ones, but ones that were definitely possible to reach in the nine months' time given for study. These were clearly and simply stated, and steps were outlined by the students for the achievement of their purpose.

Using these outlines and bearing the student's objectives in mind, two general lesson plans were evolved; one for the study of grammar and one for literature. A semester was spent covering each of the two units.

The most outstanding goals set up and reached by nearly every student were:

- a. Some degree of improvement in self-expression in writing and speaking.

b. The knowledge of how to use language fundamentals as foundation stones for building clear, interesting sentences.

c. The realization that the study of English and the resulting knowledge gained are invaluable in everyday living and necessary to all persons.

RECOGNIZING PURPOSES IN ALL COURSES AND THEIR RELATIONSHIP TO ENGLISH AND TO OUT-OF-SCHOOL LIFE

One of the saddest errors made by students and teachers is the failure to relate one course of study to others and in turn to the life they lead away from school.

Students are among the first to recognize this deficiency but frequently they let the recognition slip through their fingers. It is up to the teachers to do something about it.

In the English classroom the instructor has a beautiful opportunity to tie all courses together and help the pupils understand the necessity of relating one to the other and ultimately to the community and world life they lead. The task is not an easy one and it needs the full cooperation of each student with the teacher.

The author's students were encouraged to discuss other studies during the hour they were taking English. At the beginning of the experiment they were a little hesitant about doing so. As the work progressed in the study of grammar and literature, illustrations used in the workbooks and various reading material brought about many comparisons and discussions.

Teachers of other subjects attempted to correlate their courses to others taught in the school and to community life. Parents were urged to help and many showed a deep interest.

Students, teachers, and townspeople worked together toward a better understanding of one another and a goal was partially attained; partially — because the recognition of this purpose must be stressed continually with never a thought of backsliding. Each year it must be faced again but it is a worthwhile goal and one that should never be forgotten.

The students came to realize that only with the correct tools of grammar and a sound knowledge of literature could they hope to express themselves well at all times in all situations. The average student learned that to be successful depended, in a major part, on how he expressed himself in writing and speech. This realization coupled with actual practice in other classes and in their community daily life led to the appreciation of the course in English.

A GENERAL PROGRAM OF STUDY FOR GRAMMAR

This program of study was worked out by the students with the teacher's help. It is generalized, not intended to be detailed in any way. It covered a period of 18 weeks or one semester.

a. A notebook was to be made dealing with the student's favorite occupation or a profession in which he expressed interest. The project was to be illustrated with pictures, graphs, drawings, or in any way the student desired. The book was to be divided into

12 chapters, due on the average of one a week. This took the place of regular themes and still had the advantages of the theme. The chapters were to be handed in, written in pencil. The teacher corrected these for grammatical errors of all kinds, then on return the errors were to be corrected and the final copy written in ink or on the typewriter, and kept until the complete notebooks were turned in at the end of the semester.

b. A spelling bee of 20 words was conducted each week and the students were asked to keep a spelling notebook, listing the words, their parts of speech, and meanings. At the end of each six weeks' period, these notebooks were gathered by the teacher and checked for correctness in all phases of grammar. One six weeks' period was devoted to the spelling of the names of cities and countries. The students then were asked to put in their notebooks the various customs of these places and their location as well as that for which they might be noted.

c. A book report was due each six weeks, the book to be chosen from an approved list made by the students with the teacher's help. These reports were both oral and written.

d. Each week an announced test was given but no grades were taken. The tests were made up by committees of students and covered only the week's work. It was found that the tests were an invaluable aid to learning and stimulation of thought.

e. A type of contest was held during the entire semester. When anyone was speaking each student and the teacher listened for errors of grammar. Perhaps they tried the hardest to catch the teacher in a mistake but it kept them on their toes and made them

think twice before speaking. The general grammar showed a definite and marked improvement from week to week. There was no prize offered and none was suggested. There did not seem to be a need for one. The reward of corrected speech was enough.

f. The workbooks used were handed in several times during the semester. These "hand in's" were unannounced and as a result the work was kept fairly well up-to-date.

g. The work in grammar was interspersed with learning such facts as: correct letter writing procedure, both friendly and business types; social etiquette; radio program arrangements; telephone conversations; dictionary practice; and other useful knowledge.

A GENERAL PROGRAM OF STUDY FOR LITERATURE

This program of study was worked out by the students with the teacher's help. It is generalized and not intended to be detailed in any way. It covered a period of 18 weeks or one semester.

a. An autobiography was assigned to be completed by each student and turned in at the end of the semester. The project was to contain at least 12 chapters, the headings of which were to be chosen from the approved list given on pages 12-16. These chapters were to be written and handed in for grading and correction on the average of one per week. They took the place of regular themes and were handled in the same way as the favorite occupation and profession notebooks.

b. As in the grammar semester, the spelling lessons continued weekly.

c. The book reports were handled by the same procedure as the general program of study of grammar.

d. The announced tests were continued.

e. One week was devoted to the study of children's books and fairy tales. This was done primarily because too few of the students had read the classic children's stories with which all should be familiar.

f. Plays studied were acted out in front of the class as nearly accurately as possible. This gave an excellent chance for self-expression.

g. In connection with many of the stories, essays, poems, and plays read, records were played depicting typical music of the time or country, or excerpts from the selections as read by famous persons. This added to the enjoyment of the reading.

h. Authors' lives were studied in connection with the selections read. Not all authors could be included, and only those who were quite famous or interesting were discussed.

i. In the study of longer plays, poems, and novels such as Julius Caesar, Lady of the Lake, and Ivanhoe, maps were drawn, illustrations were found, character sketches were assigned, and parallels to real life were drawn.

j. In the study of poetry, one of the pitfalls of high school English, the students were asked to choose their favorite

poem and to illustrate it in any way they chose. This is discussed in more detail under "Illustrated Poetry".

AUTOBIOGRAPHIES

These autobiographies took the place of regular themes and the chapters were handed in on the average of one per week. The students could choose their chapter headings from the approved list. Before the autobiographies were started, the initial preparation was the gathering of pertinent data for a family tree. This included not only the student's immediate family but also the families of many relatives. If a pupil discovered that one of his relations came to this country from another land, he was encouraged to find out as much about the other land as he could. This led to many interesting discussions and revelations, the comparison of "who was who", and an increased interest in the family life.

A requirement of the autobiographies was that they should be illustrated with drawings or snapshots. These added a great deal to the understanding of the chapters and to the pleasure in compiling the information.

It was through this method that the teacher learned a great deal about her pupils. The experiment benefited her as well as the students. They did not mind this method of theme writing, for this was information they could keep and add to in later years -- a small treasure.

Some of the titles for the autobiographies were:

- My Own Story
- My Gardening Memories
- Me, Myself and I
- "John Smith", Himself
- Here Am I
- "John Jones" as I See Him
- Thirteen Years of Me

The Sections of the book were divided into:

My Family Tree

- Nationality
- Interesting Ancestors
- My Own Family (Parents, brothers, sisters)

My Infancy

- Falling down stairs
- 'Fraid of the dark
- Trying to be good (or polite)
- Swallowing Mother's button
- Getting tired at church
- Chased by a turkey gobbler (or other animal)
- Watching the train (or airplane)
- Keeping a secret
- Losing Mother (at a circus, store, or elsewhere)
- Having my picture taken
- Supper on the porch (or somewhere special)
- My first punishment

Perils of the razor

The cookie box

The pantry habit

Halloween

The flood

A fire

My first club

My menagerie

A tree house

Planting money or feathers, etc.

Growing up

Hobbies

Collecting

Answering an advertisement

Ambitions others have had for me

The kitchen cupboard

Selling cold drinks

A box or pie supper

Kite contest

Sled riding

Visiting a haunted house

The practical joke in which I took part

The most exciting moment in my life

The pet I borrowed

Hearing the truth about Santa Claus

Why I wanted to grow up

Planning my funeral when I had been punished
My first money I made - how I spent it
My favorite Christmas
My childhood chum
My most embarrassing moment
My parents' most embarrassing moment with me
School days
My saddest moment
My pets
My narrow escape
My likes and dislikes
My earliest ambition
My favorite toys
Advantage of being oldest, youngest, or only
child in family
Testing the new skates
My first fight
Promotion Day
My biggest disappointment
My favorite teacher
Being teased
The torn dress
Honorable mention
A week with the measles (or other illness)
Hearing about Heaven
Amusing the baby
A show in the hayloft

First night (a visit) away from home
Mother's day at school
Red lemonade and peanuts (a day at the circus)
Playing hooky
Imitating the grown-ups
The meanest thing I ever did
First experience in a Pullman or hotel
First trouble in school
Crying over a book
Digging to China

Present and Future

First day at high school
Looking for a job
Taking the wrong train or bus
A trip around my room
My pet dislike
How I feel on examination day
Things essential to my happiness
Mistakes I have made
The school play
Winning a contest
My greatest ambition
A nutting expedition
The vivid dream I had
My most embarrassing moment
An overnight hike
Scout fun

The best joke I can tell on myself
 My interesting hunting trip
 My favorite book character
 What am I here for
 Plans for college

THE CASE STUDY

A good doctor will obtain all the facts and symptoms of an illness, complete a diagnosis of it, and then indicate what treatment seems to be necessary. This development of certain techniques should be employed in the case study method.

The case study has been defined as a "detailed, analytical study of an individual for the purpose of helping the individual make wiser choices and better plans".² It can be the most useful if used as a continuing process for obtaining information regarding the development of all pupils in the school.

Individuals differ in many respects; therefore many and all kinds of information are needed about each one and all types of research methods are employed in the case study.

These are:

Tests	Home visits
Records	Direct observation
Check lists	Inventories

²Lecture notes from the course "Principles and Practices of Guidance", taught by Dr. H. Leigh Baker.

Score cards	Other research methods
Interviews	Various teachers' reactions

The tests provide objective and time-saving methods of appraising a pupil's rating and give a basis for comparing pupils' results with a set of standards. They serve to supplement the counselors' investigation, ability, and experience.

The use of records and reports is extremely interesting and necessary. The records should be cumulative and should contain anecdotal sketches.

An individual should be guided so that he gains a knowledge of self. He has a right to self-direction and a freedom of choice. Consequently, the case study was done with the objective in mind that the ultimate goal was the growth of the person to adulthood and increasing self-independence.

The realization must come here that the case study is the accumulation of all types of research about the individual, and it is in the study, kept up to date, that all knowledge of the person may be located and used as an instrument of counseling and guidance.

To study the individual is to understand him. This study was made in the classroom, around school, and during the out-of-school hours. It was in the latter time, that many insights into the whys and wherefores of the student were gained.

A case study might be compared to a masterpiece of art - for instance "The Last Supper". In remembering this work of

art, one will bring to mind the fact that, though subtly done, all lines are brought to one vanishing point. The lines on the ceiling, the arrangement of the windows, and even the extended hands draw the eye toward the central vanishing point which is, in reality, the window directly behind the head of Christ. This is used as a focal point and draws the attention immediately to the Lord.

So it is with the case study. Should one kind of research be omitted which would serve to focus upon the individual, a vital part of understanding that person would be lost.

The values of the case study are seemingly unlimited. A few are:

- a. It stimulates evaluation of the school
- b. It develops a comprehensive background for the study of the individual
- c. It stresses objective approach to understanding
- d. It provides an adequate background for counseling and teaching
- e. It brings together and relates isolated items of information about a pupil
- f. It is helpful as a faculty in-service training device
- g. It brings about better understanding of the uses of tests, cumulative records, etc.
- h. It is unusually helpful in dealing with more difficult cases and problems.

The major parts of the case study are:

- a. The collection of data about the individual

- b. The organization of data into significant groupings
- c. The analysis of problems, needs, and plans.
- d. The interpretation of data
- e. The discussion of treatment suggested
- f. The follow-up of results attained.

If at all possible, each teacher should make or have accessible a case study of everyone of the pupils in each class she teaches. That is what the author attempted to do during the fourth year she taught. Few of the studies were completed to the extent of containing adequate information from intelligence tests, health records, and other items considered necessary to the complete case study.

ADEQUATE CASE STUDY

- I. Identification
 - Name, age, birthday, address, etc.
- II. Health
 - Clinical history, medical, physical and orthopedic examinations
- III. Intelligence
 - Measurements by group or individual tests
 - Unusual developmental facts
 - Teachers estimate based on pupils previous academic accomplishment
- IV. Other mental conditions
 - Favorable and unfavorable
 - Irregularities of mental development--examination results
 - Developmental facts--incidents showing regular or irregular mental development from birth to the present time
 - Cumulative evidence or persons thoroughly familiar with the individuals behavior and development

Influences which alleviate or detract from the unusual mental condition
 Illustrative material
 Sample of the pupils conversation or letter writing which will indicate a tendency toward aberration (the act of wandering away or going astray)

V. School History

Age on entering school
 Number of different schools attended
 Present grade in school
 Amount of pedagogical acceleration or retardation
 Grades skipped
 Grades repeated
 Record of scholarship
 Subjects taken
 Grades received
 Accomplishment in standardized subject tests
 Subjects excelled in
 Subjects of greatest difficulty or least interest
 Causes of serious scholarship failure
 Opinions of class teachers, parents, and pupil application or effort
 Persistent special interests or superior accomplishments noted by teachers in particular fields
 Future school plans

VI. Social and anti-social reactions

Favorable reactions
 Concrete incidents occurring most frequently or outstanding events showing respect for:
 Property of others
 Rights of others
 Law and spiritual values
 Delinquency

VII. Amusements

Those in which the pupil participates with others
 Those in which the pupil participates alone

VIII. Associates

General attitude of the individual towards companions
 Inclined to be solitary
 To have only one or two close chums
 To be a member of a gang or clique
 To have many companions
 Age and influence of chums with whom pupil spends most time

- IX. Working history
 Age at beginning of work
 Reasons for going to work
 Occupational experience
 Present job
 Results on trade and ability tests
 Vocational ambition
- X. Family history
 Nationality of parents
 Literacy of parents
 If foreign born, years in United States
 First or second naturalization papers
 Speak, read, or write English
 Age and Grade at leaving school
 Occupation of parents
 Positions of honor, trust, or recognition held
 by father or mother
- XI. Home conditions
 Standard of living
 Marital conditions
 Parents interest in and cooperation with the
 school and community
 Religion
 Parental supervision
- XII. Neighborhood conditions
 Heatness
 Sanitation conditions and improvements
 Recreational facilities
 Institutions and establishments
 Social status of residents
- XIII. History subsequent to leaving school
 Success in higher schools
 Success in trade or industry
- Family background
 Health
 Social and emotional
 Intellectual
 Educational
- History of individual
 Medical
 Social and educational
 Intellectual
 Educational and economic

Subjects present condition
 Health
 Social and emotional adjustment
 Intellectual development
 Educational adjustment

PERSONALITY TRAIT DISCUSSION

Each week in class discussion students introduced a new personality trait and during the week concentrated on the discussion and development of that trait. Not a great deal of time was spent on this, perhaps only five minutes a period but it served to remind the students and the teacher that personality builds character and the latter is what one really is; not what he poses to be nor what people think he is.

The traits discussed were:

Determination	Self-control
Sociability	Good judgment
Good sportsmanship	Kindness
Cheerfulness	Honesty
Cooperation	Ambition
Brotherhood	Punctuality
Self-confidence	Dependability
Patience	Loyalty
Courage	Open mindedness
Reverence	Courtesy
Sense of humor	Personal appearance
Concentration	Sincerity
Saneness	

The students learned from these weekly studies that one's personality is ever changing and that varied and free environment coupled with understanding guidance can serve to mold a good personality.

BULLETIN BOARD AND LIBRARY COMMITTEES

At the back of the classroom was a large bulletin board covering one-half of the wall space. Students were asked to fill the board with expressions of their own ideas. The illustration they used did not need to be related to English. They decided to divide the board into four sections: jobs, personality, humor, and culture. Committees were chosen for each six weeks period and it was their job to change the selections at the beginning of each week and to have appropriate illustrations for special days such as: Thanksgiving, Christmas, Valentines Day, April Fools Day, etc.

Naturally, the humor section was filled to overflowing most of the time, but gradually the others took hold and the bulletin board project became of interest to everyone. The last five to ten minutes of each period were devoted to the reading of the board if the students had completed their assignments. As there was always something new tacked in the space, the boys and girls usually worked hard to finish their work. The bulletin board became an excellent incentive for the pupils, particularly the slower ones, and that made it worthwhile.

The portion devoted to jobs was one of the most difficult to fill. The committees finally decided to choose one vocation a week and find out all about it. They then posted their information which covered: type of education needed, salary made, future prospects, and other pertinent data.

The personality section coincided with the discussions held each week, while humor covered all subjects.

Some excellent articles and fine paintings appeared under culture. Occasionally a student would draw or paint a picture particularly for the bulletin board and everyone looked forward to that.

At the beginning of the term, the students rather ignored all sections except humor, but by the end of the year, personality, jobs, and culture had found avid readers. The bulletin board project was a success measured in terms of increased activity, renewed interests, initiative, and originality. It increased the understanding of individuals from a varied and free environment.

JOB SURVEYS - CAREER DAY

An idea was born in connection with our bulletin board project. On the board was a section devoted to jobs. The students asked if they might discuss some of the jobs listed there. It was an excellent suggestion but one that might result in little accomplishment in grammar, which was the subject

of study in the first semester. The idea was kept in mind until the second semester which brought literature to the foreground.

As the reading progressed, many stories, essays, and poems were found that dealt with vocations of all kinds. Several days before a particular assignment was made that concerned a job, students were asked to volunteer for the coverage of that job. The work entailed a great deal of outside study in the form of reading reference material, interviews, and the like. This gave the boys and girls excellent training in meeting and talking with older persons, in library work, and in compiling their findings into clear, concise data for presentation to the class. The results were excellent. Here was another method of exciting interest in English and of acquainting boys and girls with opportunities in their environment.

Still another advantage of the above idea was the increased interest in Career Day, an annual event in the high school. During this day, the pupils were asked to list five vocations in which they were interested. Speakers from various parts of the state came to the school to tell the students about their chosen fields. The boys and girls attended the lectures and question and answer periods in much the same way as they attended classes. A regular schedule was worked out, giving the students an opportunity to hear the speakers. Every effort was made to have as much variety in vocations as possible.

In relating the job surveys of the English classes to the Career Day program, the students felt that they had gained a more thorough knowledge of vocations than those in other classes who had not had the advantage of the surveys.

BOOK REPORTS

Book reports have long been the bane of many a high school pupil's existence. In the English classes these reports are required and, from the beginning of the course, the boys and girls harbor a resentment against them for that very reason.

The average pupil would prefer to read the comics, sports, or gossip columns than to be exposed to good, classic literature. In general, their tastes have not been well channeled during their younger years and it falls to the lot of the English teacher to rectify that error.

At the beginning of the school year, each student was asked to make out a list of books he had read and found interesting or ones he wanted to read. The pupils were assured these would be carefully read and compiled into an approved reading list from which they could choose their selections for reports during the coming nine months.

Each student handed in the assignment; even those boys who considered one reading anything but sports a sissy. The list included many books long considered classics as well as more recent ones. They are listed in part in the following

pages. This group of books was for one six weeks' period only. Those not read were placed on the following six weeks book list.

The reports were given both orally and written. The students were asked to tell a little of the author's life as well as a brief summary of the book. Many of the boys and girls used illustrations in their book reports and these served to further stimulate the classes in their reading.

Another teacher in the same high school had her students give as one of their required six weeks' reports a sales talk about the book of their choice. They used posters they had made. Some pretended they were the authors of the books, others that they were the heads of large advertising agencies concerned with the sales promotion of the books. The ideas caught fire and interest ran high in her classes.

Boys and girls enjoy reading but they dislike being forced into the job. The subtle approach and the appealing to them for their help and to their creative instincts make a big difference in their reactions. These methods worked to create in the students a deep interest in reading of good literature, and were more than worth efforts they caused.

Thomas B. Aldrich
Story of a Bad Boy

Louisa M. Alcott
All books

Bess S. Aldrich
Lantern in Her Hand
Song of years

Story of Red Feather

- Sir James M. Barrie
 Little Minister
 Peter and Wendy
- Herbert Best
 Young Un
- Richard D. Blackmore
 Lorna Doone
- Charlotte Bronte
 Jane Eyre
- Emily Bronte
 Wuthering Heights
- Pearl Buck
 Good Earth
- John Bunyan
 Pilgrim's Progress
- Enid Bagnold
 National Velvet
- Francis Hodgson Burnett
 Little Lord Fauntleroy
- Marguerite Bouvet
 Sweet William
- Burnett
 Secret Garden
- James Curwood
 All books
- Carroll
 Alice's Adventures in Wonderland
- James F. Cooper
 Deerslayer
 The Last of Mohicans
 The Spy
- A.J. Cronin
 The Citadel
 Green Years
 The Keys of the Kingdom
- Daniel Defoe
 Robinson Crusoe

- Charles Dickens
 Christmas Carols
 David Copperfield
 Tale of Two Cities
 Oliver Twist
- A.C. Doyle
 White Company
- Alexander Dumas
 Court of Monte Cristo
 Man in Iron Mask
 Three Musketeers
- Lloyd Douglas
 The Robe
- Mazo De La Roche
 Jalna
 Other books
- Valentine Davis
 Miracle on 34th Street
- Edna Ferber
 So Big
 Show Boat
 Cimarron
- James Hilton
 Good-bye Mr. Chips
 Lost Horizon
 Random Harvest
- Alice Tisdale Hobart
 Oil for the Lamps of China
- Emerson Hough
 Covered Wagon
- William Hudson
 Green Mansions
- Victor Hugo
 Hunchback of Notre Dame
 Les Miserables
- Richard Halliburton
 All books
- Washington Irving
 Rip Van Winkle

- Helen Hunt Jackson
Ramona
- Rudyard Kipling
Captain Courageous
Kim
- Sinclair Lewis
Arrowsmith
Babbitt
- Richard Llewellyn
How Green Was My Valley
- Jack London
All books
- A.A. Milne
The Christopher Robin Series
- Hector Malot
Adventures of Perrine
- Herman Melville
Moby Dick
- Margaret Mitchell
Gone With the Wind
- Robert Nathan
Portrait of Jennie
Winter in April
- John J. O'Brien
All books
- Mary O'Hara
Green Grass of Wyoming
My Friend Flicka
Thunderhead
- Gene Stratton Porter
All books
Story of Marco
- Marjorie Rawlings
The Yearling
- Myrtle Reed
The Master's Violin
Old Rose and Silver

- Alice Megan Rice
Mrs. Wiggs of the Cabbage Patch
- Rafael Sabatini
Captain Blood
- Felix Salten
Bambi
- Robert Louis Stevenson
Treasure Island
Kidnapped
- Harriet Beecher Stowe
Uncle Tom's Cabin
- Jonathan Swift
Gulliver's Travels
- Marcia Saunders
Beautiful Joe
- Anna Sewall
Black Beauty
- Mark Twain
Huckleberry Finn
Tom Sawyer
Connecticut Yankee in King Arthur's Court
Prince and Pauper
Pudd'nhead Wilson
- Albert Payson Terhune
All books
- Maurice Thompson
Alice of Old Vincennes
- James Thurber
White Deer
- Booth Tarkington
Penrod
Seventeen
- Franz Werfel
Song of Bernadette
- Kate Douglas Wiggin
The Birds' Christmas Carol
Rebecca of Sunnybrook Farm

Johann Wyss
Swiss Family Robinson

Jean Webster
Daddy Long Legs

ILLUSTRATED POETRY

One of the most fascinating projects undertaken by the English classes was the illustration of poetry. The average high school student comes to the study of literature with a distinct aversion to poetry. He considers it dull, sissified, difficult to understand, or just plain doesn't like it. To the teacher, the few days or weeks spent on the subject are the worst in the whole year.

Poetry can be made interesting. It can become a challenge and may serve to enlighten and enrich a life as can no other form of literature. For these reasons the understanding and enjoyment of poetry should at least begin in the high school, if not earlier.

When the poetry section was reached in the study of literature, a period of time - about a week - was spent in discussing rhyme, meter, feet, and the other fundamental processes related to the basic writing and understanding of the subject. The students were asked to try their skill at writing verses of their own; contest poetry from magazines offering a prize for a good last line was brought to class and answers tried out on the blackboard. The whole week's study was made in the light of enjoyment other than in serious study and the students had fun

without realizing they were actually learning.

When that period was over, the actual reading of poetry by classic authors was started. No attempt was made to "make something" out of each line or phrase. The poem was read and studied just as if it were a short story or an essay, with the following exception.

The complete section of poetry was assigned at once. The students were asked to read all of the selections and to choose their favorite, giving the title and author to the teacher. In case of duplication, the boys and girls were asked to make a second choice. If a pupil had a particular favorite not listed in the book, he was asked to bring it to class.

When the choices had been made, the students were assigned the task of illustrating their poem in any way they saw fit: with drawings, paintings, pictures from magazines, or snapshots. They could illustrate every word, every line, every stanza, or the poem as a whole. Here was a chance to use their initiative. They were to try their best to show just what the poem meant to them, not what it meant to someone else or to the teacher - just to them.

The results were far above the teacher's expectation. One of the finest illustrations came from a student who had been consistently getting low grades, not only in English, but in all of his subjects. He chose a lengthy poem about a small ship that fought a large enemy fleet while giving crippled friendly craft a chance to escape. The small ship finally was captured and burned,

sinking to the bottom of the sea. The battle took place during the 16th century. The student found a number of small pictures of olden times depicting ships and men in battle. These he pasted on sheets of notebook paper, writing the lines of the poem underneath. For those lines for which he had no pictures, he drew illustrations to tell what was meant. Then, because the ship was burned, he carefully burned the edges of his papers and with a hot iron, scorched the center of each page, thus giving the impression that the papers were from the ship's log which had been rescued.

Because of that example and many others like it, the experiment was considered a success. The students enjoyed their poetry and the teacher enjoyed teaching it. Actually, the boys and girls taught themselves but did not realize it.

Over half of the students expressed a genuine appreciation for poetry after the section was completed and many were eagerly looking forward to the reading of poetry "on their own".

RADIO PROGRAM

Many enjoy listening to the radio. The chance to be heard over the radio is an opportunity few come to realize. Nevertheless, the chance did come to the high school - a half hour radio program over a regular net work. It was to be sponsored each week by the business men of the town, and the various classes and organizations were to take turns presenting the program.

The time was rapidly approaching when the English classes would be heard, and the students were asked to select a committee to write the script. The script was to contain information on what the students were doing in the classes. When it was completed, tryouts were held and parts assigned. The program was rehearsed and given on schedule. The students thoroughly enjoyed it, not only because they were in it but because they had had an opportunity to use their writing skill learned in the English classes. It was still another way of showing them how important English is to everyday life and of relating school to community life.

The appendix includes the program written and directed by the students.

SUMMARY AND CONCLUSIONS

This thesis has described the development of a teaching program in English in which provisions were made for individual differences in high school boys and girls and for two of the basic functions of guidance; that is, understanding individuals and helping them to understand the educational and occupational opportunities in their environment.

The needs of the high school boys and girls are many and difficult to meet. One teacher alone cannot do the job. It takes the cooperation of all teachers, with the students and parents, to do it effectively.

The classroom teacher is the key person in all guidance programs, or should be. She, by her methods of instruction and counseling, by her examples and her personality, can do a great deal in making or breaking a student.

In English the teacher has an invaluable opportunity for influence over the future of her pupils. The understanding she accords them and the preparation she gives them for their future life are a challenge to her fitness as a teacher and a citizen.

The author firmly believes in teaching as a career and feels a deep devotion to it. All teachers need that. They need, also, a knowledge of the principles of guidance in order to become an ideal teacher.

Teaching is not just a vocation but a life within a life.

The author hopes that her ideas and suggestions set forth in this thesis will be of some help to a future teacher of English and that she has in some way helped to contribute to that teacher's success.

Four years in the field do not make one an expert in any vocation but they should serve instead to stimulate the desire for more knowledge and learning of the chosen field and to make one realize her shortcomings to the extent that she will try to better herself in her work.

In closing, the author would like to again remind the teacher that all good teaching is permeated with guidance and that guidance is made effective by the contributions of the classroom teachers.

ACKNOWLEDGMENT

The author owes a debt of gratitude to Dr. H. Leigh Baker for his guidance, to Dr. V. L. Strickland for his faith in her, to her principal, Mr. Ray E. Heller, for his sincere criticism, and to the many others of her instructors and fellow teachers for their help and understanding.

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APPENDIX

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Journalism Radio Script

by Marcia Hunley

MARCIA: If you were to take a survey among ten certain senior students, nine girls and one boy, I'm sure you'd find their favorite subject was Journalism. It does sound interesting, doesn't it? Most of you don't know what goes on in a newspaper office. You don't know how a newspaper is put together. But we are learning and it's a fascinating subject. Perhaps only one of us will be a journalist, maybe more, even so, this knowledge will be useful to all of us and broaden our understanding of things going on about us in the world.

DORIS: The world of newspapers brings to mind pictures of reporters going through the most harrowing experiences and shouting to city editors "Stop the presses! I've got a story that will blow this town wide open." High school staffs hardly go through that sort of thing, but they do have a pretty hectic time the day the paper is printed.

YVONNE: We've discovered that making up a newspaper isn't the easiest thing in the world. There are so many things to think about. Does the page's make-up look nice? Will it attract favorable attention? Are the most important articles where they will catch the reader's eye? Do the ads look interesting?

CAROLINE: One of our current projects is laying out advertisements. Studying the different styles has taken up some of the time and we're laying out some ads of our own. That's another thing that is

not as easy as it might seem. Art comes in here. An artistic arrangement that will catch the eye and be attractive is necessary. And we must get all the information in, too. For practical experience in advertising the class plans to make the entire advertising layout for one of the Neodesha papers one day this spring.

JANIE: Regular news stories have six essentials which should be in the first paragraph. They are who, what, where, when, why, and how. If these are present, you have your story. It's a good idea to vary the lead sentences. Too many stories begin with the word "the". A well known person's name will make one want to read the story, as will a large figure of money, or the name of a subject of public interest.

GRACE ELLEN: The Neodesha High Journalism class puts out two kinds of papers. (by the way, our paper is called the "Neo-d-Kan) a mimeographed edition, appearing once each six weeks, and on special occasions, and every other Tuesday we have a half page in the Neodesha Daily Sun.

ZELDA: We have two typewriters, both of which are temperamental-- by that we mean the roller turns in one direction only--forward, which brings to mind our motto--"Always forward, never backward." Nevertheless they are kept busy hot all morning on press day--also the one in the library--also Mrs. Nichols, portable--and also any other typewriter we can lay our hands on. The copy goes to the daily paper at noon where it is set up in type. Our paper comes out on Tuesday afternoon--Wednesday morning we start working on the next one. Wedged in between papers we study Senior English because

that is half the course.

LEILA: We've learned to read copy and proof, condense our stories to get rid of unnecessary words, and write headlines that will fit in the available space and still contain the essence of the story.

DOROTHY: The next mimeographed "Neo-d-Kan" comes out Valentine's day and we are already planning what we want in it. There is a box in the hall where students may put their contributions. At Christmas we had a contest for Christmas material--stories, poems, essays--and had an excellent response. The winners and quite a few other pieces received, were printed in the December 24th edition.

MARCIA: Feature stories are probably the most difficult to write and the easiest to read. Features can be amusing or serious, informative, or merely interesting. We try to have at least one feature in the Neo-d-kan each time.

DORIS: My job is mainly general news reporting. One of the main jobs is to take care of the birthday column which helps to get people's names in the paper. Anyone likes to see his or her name in print and will even submit to having their birthday known. Flash--here's some news from third floor. The biology class has been keeping track of what they eat and whether they have enough calories or too few.

CAROLYN: If the Journalism class could be compared to a train, the editor's job might resemble the engine, or the one who guided the train, and the class could be likened to the cars that carry the load. It is the editor who finds the stories and assigns them to

the reporters, gets the paper out on time and tries to make it interesting to the general public. The standard of the paper has to be kept up and the paper should be as progressive as the papers of the other high schools around it or it will be left behind. The editor should be able to meet emergencies in getting enough news and filling in where stories are taken out.

JANIE: Maybe some of you noticed our new column, written by Nositall, the Peeper, in the last edition. You must admit that is is at least different. Any member of the Journalism class is apt to be stopped in the hall anytime of the day by some teacher who has a big news story. For instance, the homemaking contest being sponsored by Mrs. Dotts and Miss Davis is a big event that has just been announced this week.

GRACE ELLEN: In each paper we are putting 3 biographical sketches of the seniors. In order to find out a few interesting facts, we had them answer a form of questions. Since we are all Seniors in Journalism, we would like to mention that the Senior colors are Blue and Silver, the flower is an Orchid, and the Motto is "With the ropes of the past we will ring the bells of the future."

ZELDA: As business manager of the Neo-d-Kan I have the responsibility of--shall we say--juggling the books?-- and sending our papers to our mailing list. I see to it that our students subscribers receive their editions of the paper and that all bills for the publishing of said paper are paid.

LEILA: The gossip column is a very secret, hush, hush affair. No one knows who she is but the job that has to do with the peeping

and creeping in the dark corners for a little dirt and gossip, is not quite so easy a job as it may seem. When it comes to really digging up little nothings your diggin deep gal, Shehasta, is right there.

DOROTHY: The society editor writes about all the parties going on in the High School. The next Neo-d-Kan will have a story something about a skating party or maybe a group that went bob-sledding. An important event which is coming up February 14th is the Y-Teen Date party which will also come under this heading. The last semester means, of course, the Junior and Senior proms; Junior, Senior, Faculty, banquet, HI-Y Sweetheart Banquet and various other school social events.

RUSH: This is your Journalism class, Doris Boring, Grace Ellen Phillips, Yvonne Taylor, Dorothy Wolfe, Carolyn Ash, Zelda Cornett, Janie Heywood, Leila Halbrook, Marcia Hunley, and this is your sports editor, Rush Evans.

The Neodesha Blue Streaks B.R. team is rolling along in the Tri-valley league this season. The McCollum coached outfit won their most recent victory last Friday, by bounding past the Yates Center wildcats by a score of 42 to 36. Wayne Hughes was high scorer for the Streaks with a total of 16 points. The outstanding player for the Wildcats was Harrod. This game wound up the first round of play in the league and leaves the still undefeated Eureka team on top. Neodesha is second with but one loss. Fredonia and Cherryvale are tied for 3rd and 4th with 3 losses each.

Sophomore--Freshman

Radio Skit by Joanne Jordan

SETTING: Myers, after school. Popular songs coming from the juke-box. Cecil and Joanne already are seated in a booth. Betty and Mike enter.

MIKE: Hi kids--Have room for us?

CECIL: Sure, come on---What are you doing?

BETTY: We're on our way to the library; we are having dictionary study in our English class this week. Some of those words are a foot long. I suppose you kids are glad you had it when you were freshmen--so you don't have to bother with it now.

JOANNE: (Flatly) Ha---Ha, are you kidding? We've been doing the same thing. What was that word we came across yesterday?

CECIL: Oh that--That was a corker---ergophobia---it means a dislike for work, guess its plenty contagious around here. We have to give a book report every six weeks too, all different types--there's even one on a set of childrens books.

JOANNE: An don't forgeth those notebooks we made for our semester project, I think most of us made them on our vocation. We also illustrated a poem as a manner of study. I think we are expected to do similar ones this semester. They really require a lot of work you know, research, interviews and hunting for illustrations from magazines, newspapers, or the use of photographs or making our own drawings.

MIKE: For our semester project we wrote a nine chapter autobiography. You know, that's something I want to keep. We had to ask our parents and other relatives about the things we did when we were too young

to remember. Also we had to include our family tree and that was interesting too, -----Say, do you know that we have a list of spelling words every Friday?

CECIL: So do we, sort of, Miss Johnston gives us the words on Monday, if we miss any we take the list over on Friday, if we don't miss any we don't have to bother any further. We have to look up the meanings of the words and the parts of speech, too, and keep them in a permanent notebook.

MIKE: The sophmores and freshmen both started the year by having six weeks of grammar and then six of literature and so on. We use a workbook for grammar and a regular text for literature.

JOANNE: We use the Readers Digest in class, too.

CECIL: And those jokes---did you read the one about the Scotsman that had just won a new car in a raffle but, far from being happy, he seemed decidedly glum. "What's the matter, Jack?" asked a friend. "Man," he answered, "'tis this other ticket. Why I ever bought it, I canna imagine." --Laugh

WAITRESS: Did you want something?

BETTY: I'll take a lemon-vanilla phosphate.

JOANNE: cherry-lemon

MIKE: coke

CECIL: Me--too.

BETTY: I believe, before we got into the joke session we were in a discussion on our English classes, weren't we? So far it seems that we freshmen are doing the same line of work as the sophmores, only we haven't gone far on poetry, except the basic principles of

writing it, and some pleasure reading---I think Miss Johnston is trying to make us enjoy it.

CECIL: Our class was a riot today, we were studying feet and accents-- you know---MA-ry HAD a LIT-tle LAMB, it's PLEECE was WHITE as SNOW, and EVE-ry-WHERE that MA-ry WENT, the LAMB was SURE to GO.

JOANNE: Please STOP, you're DRIV-ing me MAD.

WAITRESS: There you are, that will be 20 cents please.

(SOUND OF COINS HITTING TABLE)

ALL: (VARIOUS EXCLAMATIONS OF SATISFACTION)

JOANNE: What are you doing in grammar?

MIKE: Oh, we have been spending most of our time mastering the fundamentals, the basic knowledge of the English language. Say, I have a nickle, think I'll play a song----

BETTY: Lavender Blue, Please

CECIL: No, a Slow Boat to China.

JOANNE: I like Gloria.

MIKE: Does anyone mind if I play my own choice?

BETTY: OK, OK, I guess we like them all, almost. (song starts, boys make small talk about basketball)

JOANNE: SHHH, we want to listen--bet it tops the "Hit Parade" next week.

CECIL: Well, we've looked into the past, and present, I've heard a few rumors about what's coming the rest of the year. We sophmores are going to have a section of poetry study, by a new method. We each are to be assigned a different poem and we have to illustrate it. Then the study of the poem will be not only by reading but by seeing, as well.

MIKE: I heard we were all going to have a course in social letter writing and business letter writing, goodness knows we could all use it.

BETTY: Say---its five o'clock, we better head for the library or we'll never get finished.

JOANNE: And we need the words to a popular song for tomorrows English, I have to get some sheet music.

CECIL: We'll see you around.

ALL: Bye-bye.

Radio Script

by Janie Heywood

CAROLYN: Journalism is not just learning the principles of writing a story and using the right headline; the story has to be obtained through research and interview. The class is preparing to put their study of interviews into practice after they learn all the particulars of the new "State School Board Proposal." This proposal is a new bill that is to come up before the state legislature, as Mr. Bevan explained to us one day last week, and the journalism class has been asked to help acquaint the people of Meedesha with this plan for better schools.

JANIE: The people who are listening to this broadcast are interested in the schools. Why not tell them a little bit about the new bill? This is a good opportunity to help people understand what schools need, and how to get it.

CAROLYN: This School Board Proposal for Kansas provides for more state aid to grades one to eight in schools all over the state. It provides for lower property taxes, equal distribution of those taxes, and a uniform system of schools. The state is well able to give this additional money; a fact that is shown by the surplus of 13 million dollars which was left in the treasury from indirect taxes alone last year. A bill for the future as well as now, this plan will keep the school standards up during inflation or depression.

JANIE: The School Board Plan guarantees each classroom unit from \$1500 to \$3000. A classroom unit is made up of from 12 to 30 pupils, depending on the size of the school. The amount of training and

experience a teacher had had determines the amount of money each classroom unit will receive. For instance, assuming that a classroom has the required number of students, if a teacher has a degree or 120 hours of college work, the classroom is considered a full unit and guaranteed \$3000. If the teacher has from 90 to 120 hours it is considered .9 of a unit and guaranteed \$2700. 60 to 90 hours training is considered .8 of a unit and guaranteed \$2400. And so it goes on down to eight hours training. A teacher with less than 8 hours is considered .5 of a unit and the classroom is guaranteed \$1500.

CAROLYN: How will this affect Kansas? It will keep the teachers here in this state instead of loosing them to other better salaried jobs out of Kansas. Kansas is behind in her educational program and this law will bring our educational system up to an equal position with that of other states.

JANIE: Everyone should know what share of this program Neodesha will have. Under this plan Neodesha has enough schoolroom units for a guarantee of \$76,500. That much was spent last year, so our taxes wouldn't have to be raised to make us eligible for the maximum amount. Last year we were allotted only \$41,265, and so had to levy taxes to make up the rest. With the new plan we will receive 16% more; therefore property taxes will be greatly lowered in Neodesha.

CAROLYN: There are four logical and easy to understand reasons why substantial state money for schools is a good plan:

(1) The constitution of Kansas requires the legislature to establish "a uniform system of common schools and schools of higher

grade." The schools are the responsibility of the state.

(2) Children are not educated for localities, for people move about and often do not live where educated. Schooling is therefore a statewide responsibility.

(3) Wealth is not always where the children are. Only the state can collect the money where the wealth is and spend it where the children are.

(4) An adequate school system cannot exist on local property tax alone. Only the state can use the newer forms of indirect taxes such as sales, income, beverage, and severance.

JANIE: Under this plan teachers will have the better wage that they have deserved for so long. Grade school teachers with as much experience and training as a high school teacher will receive a corresponding salary. It will not only induce more people to take teaching as a profession, but it will give teachers incentive to further their training and so bring up their schoolroom unit allotment. Schoolboards will be constantly looking for better educated teachers and schools will profit from higher teaching standards.

A STUDY OF SOME PROVISIONS MADE FOR INDIVIDUAL
DIFFERENCES IN TEACHING HIGH SCHOOL ENGLISH

by

MARY LOUISE JOHNSTON WESTERHOLM

B.S., Kansas State College
of Agriculture and Applied Science, 1944

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education and Psychology

KANSAS STATE COLLEGE
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1951

PURPOSE

The purposes of this descriptive thesis are twofold. The work was done to develop teaching procedures in English classes which would discover and provide for individual differences in high school boys and girls, and to develop teaching procedures which would provide for two of the basic functions of guidance; that is, to understand individuals and to help the individuals to understand the educational and occupational opportunities of their environment.

PROCEDURE

Through observation, reading of autobiographies, reports, and case studies, and personal contact with the pupils in and out of school, facts were discovered and the ideas for developing and using the teaching procedures were formulated.

1. In order to stimulate a varied and free environment and to give an opportunity for some provisions for individual differences the following procedures were used:

- a. autobiography
- b. case study
- c. illustrated poetry
- d. radio programs
- e. personality trait study
- f. recordings
- g. job surveys combined with a career day
- h. bulletin board and library committees
- i. speech contests in grammar
- j. book reports
- k. student participation in making out tests

2. The classes, during the latter two years of the study, ranged in size from ten in the smallest to 39, the largest. There

were five classes a day, two in freshman English, two in sophomore English, and one in senior English and journalism.

3. This thesis is a descriptive report of the development of the teaching procedures used and their provisions for individual differences.

FINDINGS

1. Teaching procedures in English were developed which helped to discover and to provide for individual differences in high school boys and girls.

2. Two of the basic functions of guidance, understanding individuals and helping the individuals to understand the educational and occupational opportunities of their environment, were provided by the teaching procedures.

3. In a varied and free environment students tend to react more favorably toward the subject taught as shown by the increased activity and interest evident in the courses.

4. In the study of job surveys and other procedures used, a definite need was pointed out for classroom guidance in the high schools.

5. Provisions for individual differences in teaching result in increased activity and learning by more persons.

6. The classroom teacher is the key person in all guidance programs.

7. All teachers, students, and parents must learn to cooperate.

8. The English teacher has an invaluable opportunity in her influence over the future of her pupils.

9. Teaching is furthered by good guidance provisions; guidance is furthered by good teaching provisions.