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AN ANALYSIS OF AN ENGLISH CURRICULUM MODIFICATION
IN A SENIOR HIGH SCHOOL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Patricia Jean Orris
August, 1969

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Chapter 1

INTRODUCTION AND STATEMENT OF PROBLEM

INTRODUCTION

Progress in any curriculum area requires field-testing and self-evaluation. For years English teachers have sought to find new and more adequate ways to teach their subject. Data compiled by universities and schools of advanced learning indicate distinct inadequacies on the part of young applicants in the area of self-expression, in spite of the fact that students are presented and perhaps overexposed, considering the repetition and overlapping of material, to vast amounts of writing, grammar and literature. English teachers lament the student's apathy; he seems uninvolved in his own education. He goes to a school where curriculum and requirements have been established by educators whose judgments often seem strange and unrelated to living, as the student knows it or believes it to be.

Young people find it difficult to become involved because someone in authority says they should. Many educators are now questioning this kind of curriculum structure that does not allow the student to take on the responsibility of his own education. As John Jacques Rousseau discovered with Emile, learning takes place much

more rapidly and effectively when the student is allowed to make judgments about his education and pursue areas of his own interest. Mid-twentieth century educators, responding to social attitudes of the times, are becoming quite aware that the individual is important in the assessment of learning concepts and teaching techniques. Neill's Summerhill has served to inspire teachers to experiment in programs giving students freedom of choice.

The English department of Auburn Senior High School, Auburn, Washington, after a series of meetings in which some members expressed concern about student apathy and the frustration of baby-sitting students, decided to innovate an elective program that would not only allow the student to study in areas that most interested him, but would also force the student to become involved in making judgments about his education. It was the intent of the English department staff to allow the student to choose his courses and accept the responsibility of the choice. Thus an elective program, with a wide range of subjects, was devised. Each member of the English staff created two courses, choosing if they wished, the areas in which they felt most adequate; however, the principal concern being the creation of a course that would benefit and interest a high school student.

STATEMENT OF PROBLEM

The purpose of this study is to assess the innovated elective English program at Auburn Senior High during the school year of 1967-1968 to ascertain if it did successfully: (1) enlist greater student interest in the areas of English, (2) motivate students to become more involved with their education, (3) do the above mentioned things, but not at the expense of other curriculum.

Chapter 2

REVIEW OF LITERATURE

This chapter will encompass a review of literature that reveals and relates to the philosophy implicit in the English program innovated at Auburn Senior High School as well as a review of findings of other institutions that have introduced related programs in their schools, as presented in various publications. While many schools are purported to be experimenting in varying degrees with the concept of "electives" or "student involvement" in a program of study, many of these projects are new and therefore little has been done in the form of a formal analysis since time is needed before accurate evaluations can be made. Also, this chapter deals only with material related to projects implemented on the secondary level and in the area of English.

PHILOSOPHY OF EDUCATION

Aristotle once said,

Every art and every inquiry, and similarly every action and pursuit, is thought to aim at some good; and for this reason the good has rightly been declared to be that at which all things aim (8:160).

History shows man's search for good. It reveals also that as man acquired knowledge of what was good, he incorporated

this knowledge into a form of education for youth, pointing out that what is good should be sought in that it leads one to a full life. Although what has been considered good has changed from time to time and from people to people, man still pursues the actualization of the concept.

Knowledge of the good . . . has had reference to whatever may enhance the dignity of man and contribute to his well-being, both material and spiritual. Each system of knowledge has pointed not merely to the things men should believe and revere but also to the things they should possess, the arrangements they should make and the ways they should act (18:293).

Education has long followed the concept that only those "select few endowed with special gifts for knowing" (18:295) have the ability to know what is good for all men.

Thus the few became established as the authorities, and they acquired the authority to make the laws and to shape political forms and social arrangements by which their version of the good life could be imposed upon everyone, always with the profuse arguments to support the claim that everyone, the lowly as well as the great, was better off under the arrangements that were imposed (18:295).

I. N. Thut, in this book, The Story of Education, stated that although philosophers such as Plato have endorsed the concept of the ability of the elite, America has been inclined since the first days of independence from England to believe and trust in her common man. The "Bill of Rights" stands as a profound demonstration of America's concern for the individual. While the early classrooms in America were characterized by teacher dominance-student passivity with reverence for authority, time and the genius of such men as Newton, Descartes, and Darwin were bringing

man to new stages of awareness of himself. Foundations for the field of psychology were laid, thus change was on the way. E. L. Thorndike and John Watson provided greater insight into the needs of the individual, with the revelation of the law of effect, the law of exercise and the law of readiness. Theories such as the philosophy of utilitarianism developed by Jeremy Bentham, James Mill and John Stuart Mill "taught that human behavior is motivated by self-interest and that the advancement of self-interest results in happiness or a general feeling of well-being" (18:271).

Existentialism, a twentieth century philosophy, at times considered to be best revealed in literary figures, has had an impact on educational philosophy in America. A mode of thinking that endorses the concept of the individual and his uniqueness, it has done much to discount the general ideas of conformity and the well-adjusted person as purported by traditionalists at the beginning of the century. George Kneller in Introduction to the Philosophy of Education stated:

An educational theory based on existentialism might conceivably turn the tide in the determined struggle that many educators are waging against the notorious tendency to conformity in schools today (11:58).

Kneller declares that the emphasis placed by experimental philosophies on social adjustment has resulted in a pattern of acceptance of the "well-adjusted" pupil whose

counterpart outside the school is the "organization-man" of our big corporations. He stated:

The existentialist asserts that the individual does not necessarily "realize" himself in the group at all but only exchanges his true self for the anonymous mask of the group. Instead of finding self-fulfillment he actually loses himself. The slick attitudes of the group, the easily assimilated mannerisms of the social class present the merest facade of success, barely concealing the emptiness of the failed human being (11:59).

The philosophy of progressivism, a contemporary educational theory echoing the eighteenth century Rousseau, pleads the need for individual involvement in order that learning may take place. Dewey advocated:

The most direct blow at the traditional separation of doing and knowing and at the traditional prestige of purely "intellectual studies", however has been given by the progress of experimental science. If this progress has demonstrated anything, it is that there is no such thing as genuine knowledge and fruitful understanding except as the offspring of doing (4:321-322).

Perhaps the educational concept of the uniqueness of the individual has no greater advocates in modern times than the renowned Maria Montessori and A. S. Neill. According to E. M. Standing, (The Montessori Revolution in Education), Montessori, an Italian idealist, began her brand of progressive education around the turn of the century. Working with the very young handicapped child, Montessori built her educational philosophy around the master principle of "education by self-activity" (17:7). She believed in sensitivity periods within the growth of each child during which the child was receptive to certain learning situations. She discovered that the child needs to satisfy his inner

rhythm, a need manifested by the tendency of repetition which is so characteristic of small children. For this reason Montessori advocated that the child must learn at his own individual rate and satisfy his own interests without interference from the teacher or others. The teacher, in fact, serves only as stimulator in a center filled with a variety of activities, interests, and equipment, best known as a prepared environment. Montessori's basic premise seems to be that normal human beings have a wide range of interest areas. Being involved in an interest area means being involved in learning, not only learning but also happiness. A. S. Neill in his philosophy of educational freedom states that happiness means being interested. While Maria Montessori concerned herself with the younger child, Neill's school, Summerhill, encompassed children of all ages, from pre-schoolers through adolescents. Classes at Summerhill are conducted regularly but each individual enrolled at the school is allowed to decide for himself whether or not he chooses to attend classes regularly or at all. Enrollees at the school are given the opportunity of personal psychological guidance by Neill; many disturbed children are sent to the school for help. Although many people maintain disbelief that students will have enough self-discipline to actually attend classes of their own volition and achieve academic learning, Neill testifies that his students, when counseled and aided to conquer individual neuroses and when motivated by a need, learn

rapidly and retain the knowledge. Students learn easily and quickly when the information they seek shows an immediate relevancy. Neill believes interest is the key to real learning. He doubts the necessity for all people to learn the same thing, as public schools today seem to insist. He points out that happiness should be the most important goal for any individual, and not whether one can read as well as the average, or write as well as the average or even multiply as well as the average. Both Montessori and Neill claim success. The Montessori child exhibits an awareness of order in self and cosmos, an inner peace, and the ability for reflection and creativity. Neill's claim is to have raised happy children at Summerhill, people who experience real freedom since they have fewer "hang-ups" than most. Both educators write poignantly and persuasively; their testimonies and comments have served as stimulators for many educators to challenge the traditional and to experiment and innovate in all areas.

Mid-twentieth century has found educators conscious of the need for change and flexibility in curriculum structure. While the educators previously mentioned in this study have had as their concern the total education program for an individual, The English Journal, a long-standing publication, reflects the concerns and testimonies of secondary English teachers and stands as documentary to the throes of frustrations being experienced by teachers in this area. Dr. William Evans in his article, "The Teacher of

Secondary School English as Researcher," urged the secondary school English teacher "to pay more attention to published research findings and to incorporate those practices which have shown some promise as a result of experimentation" (5:80). Evans points out also that often innovations in the language arts area are dropped by administrators when it is discovered that the innovations saved neither time nor money.

A study on the level of secondary education completed in 1953 by the Boston University indicated student unrest in the area of English and a desire for a change. Responses made by students to a free-response questionnaire reflected the lukewarm, unenthusiastic and sometimes hostile attitudes of the students who reacted. In the spring of 1953 the Warren English Project followed up this study and conducted a more extensive investigation in fifteen high schools to measure student reactions to the English offerings at that time. Findings reflected the same as before with students lamenting the poverty of the offerings and the repetitions and sameness of the programs. English was seldom a preferred class and often, for boys at least, it ranked at the bottom of a subject preference list. Echoing the same discordance, James McDonald and Robert Leeper, in papers on the ASCD Tenth Curriculum Research Institute at Miami, stated:

Improvement in English will not come from a timid chipping away at a monolith of tradition. In the rejection of the traditional program by both experts and students, the classroom teacher has been given a clear signal to introduce any innovations so long as they meet

the twofold test of stimulating pupils' interest and improving skills in communication (13:12).

Jean Piaget made a plea for the individual in the Language and Thought of the Child by pointing out that teachers of writing would be wise to attend to the maturation of the individual and provide material commensurate to the child's level of maturation. Too often students fail also to converse effectively because their egocentricity keeps them from explaining fully their ideas. "Because the child is lost in his own point of view his language is usually so imprecise that others cannot understand him" (16:2).

Herbert F. Ostrach in his article, "It's My Mind and I'll Think What I Want," (English Journal, March, 1967) minces few words in his analysis of the present day English curriculum. He declared:

English as it is now practiced is obsolete and ought to be abolished from the curriculum. It is obsolete because we have tied it to the official culture of the universities. That culture is still dominated by the spirit of T. S. Eliot despite the fact that his most influential works are now fifty years old. His spirit is classical, intellectual, pessimistic, high church . . . University culture is tired; it attracts none but clients; it certainly repels the young (15:443).

Mr. Ostrach, who is consultant in Screen Education in Salisbury, Massachusetts, points out that it has become a visual culture; television and movies are the master arts. He claims that it is ironic that what starts out as an idealistic desire to free the young becomes an authoritarian program designed to stifle legitimate differences in people.

He states, "a recognition that tinkering with present programs will not change the disaffection of today's student means that only radical reorganization of the curriculum can work" (15:445).

RELATED PROGRAMS

Out of the discontent with the traditional English program emerged the English elective program, a system of offerings in the area of English ranging from Film Making to Individualized Reading. The variations within the scope of this program, which also encompasses the non-graded innovation, are obviously many. Only those programs which showed close similarity to the program innovated at Auburn Senior High School will be discussed here.

Trenton High School at Trenton, Michigan, with the help of a grant from the Federal government innovated a non-graded, phase-elective English curriculum. Students of varying abilities and grades are allowed to choose, from any of the thirty-two courses offered, the courses they found relevant and interesting to them. While courses are phased as to difficulty to aid in guidance, students are not classed by ability. The system operates on the theory that the student knows better than anyone else his interests and needs. While the program has been in effect too short a time for formal analysis, officials are enthusiastic about their early observations. In Individualized Reading, an elective class offered, the average number of books read by

students was between 15 to 20 a semester. Students appear to be experiencing greater academic success. The number of A's earned increased at the rate of 53 percent; the number of B's by 21 percent; C's decreased by 8 percent; D's decreased by 48 percent. There were only nine failures in English during the first semester of 1967-1968 in a school of 2,000. Another indication of student attitude toward the curriculum was their voluntary involvement in the program. In a poll taken to determine student reaction to the program less than 1 percent liked it less than the old program. Students' comments were enthusiastic. Other professional people visiting the school were impressed. The experimental program at Trenton has influenced others to try similar programs.

Ann M. Jackel, English Coordinator, describes a similar program put into effect in Fort Hunt High School at Alexandria, Virginia. Course offerings on a six-weeks period were made to juniors and seniors. Each student indicated his first, second and third choices from the units offered. This is why the program is called semi-elective. Occasionally students were assigned to second choice because of overloading. Teachers who would be teaching various classes were not revealed. Courses on the whole were rather traditional. While there were fewer electives offered in the program than in Trenton High School the program was nonetheless successful; student interest and involvement went up; so did grades; and students testified their approval of the system.

The return from an opinion poll of rising juniors and seniors indicated these preferences for the next year: 737 for the new program, 116 for the traditional program (7:226).

Rebecca Berry at Westerville, Ohio, describes an elective program implemented at Westerville High School. Eleven courses were designed "around the talents and interests of our faculty, and we came up with a broad offering of courses" (1:994). In assessing the program after a year of implementation the writer states that perhaps the weakest point was lack of a required writing section. The author shows some positive reaction to the program when she stated, "What a thrill it was to teach Shakespeare to a group of students who had chosen to study his works of their own free will" (1:996).

Kilburn Culley, Jr. of North Reading Public Schools, North Reading, Massachusetts, related the basic concepts of an innovated elective English program at North Reading Public Schools. Students were allowed to take as many classes in English as their individual schedules allowed. Classes were offered on a semester basis, enabling the student to experience a wider range of choice than when assigned to a year class on the traditional basis. Culley states:

Still another rewarding part of this new English program is the non-graded classroom. After the ninth grade nearly every course is open to qualified students without regard to their grade designation. The philosophy behind this is simple: students should study according to their ability, not their age (3:658).

Culley is brief in his article on the new program, giving only a partial listing of courses and very little analysis

of how well the program operated. He hints at some dis-organization; however, he concludes his article thus:

Regardless of the problems, however, the remarkable enthusiasm of both teachers and students for this program ensures that it will continue to develop (3:658).

Olympia High School's new English program (Olympia, Washington) is an elective system designed by the English planning staff at the school. It is a non-graded system. The English department chairman, James Carlson, stated that the non-graded system was thought to be best in that it allowed

. . . a great deal more flexibility if we could structure for a single group of about fourteen hundred students than if we had to think initially in terms of three much smaller groups (2:1198).

Also the planning staff believed that often grades were not a clear indication of ability levels. However, the students at Olympia High School were tested before placement and electives were organized around ability level ranges--from Level One to Level Six. Nineteen courses were offered each semester--thirty-eight each year. Each literature selection was combined with a basic composition course so in essence the student was choosing his choice in literature rather than choosing to take composition or not.

Carlson stated that because only a year has passed since the program has been in operation, evaluation must wait for passage of time. He declared:

Though we who are teachers have a great deal to learn and though our students are still in the difficult initial adjustment period, there is still clear evidence already of the marked changes in attitudes, on the part

of both students and teachers, that must precede the accomplishments of the results we are looking for. Teachers are showing a new understanding of the differences among students, the very differences which have kept so many youngsters for so long from achieving rewarding success and enjoyment in an English class. . . . Our gamble, of course, is that as attitudes change, that as success is experienced, the best learning will take place. It doesn't seem like much of a gamble at all (2:1201-1202).

Max Klang in his article, "To Vanquish the Deadliest Game," described an elective system introduced by the State University of Iowa's experimental University High School in 1961. To their junior and senior students was offered the choice of four (or more) of ten semester courses in literature and language arts. The courses ostensibly were traditional offering such electives as Composition, World Literature, American Literature along with less traditional such as Individualized Reading and Public Speaking. Klang pointed out:

The department found that because students know in advance what the course will contain, and have made a choice in selecting it, their attitudes toward junior and senior English have improved. Students are highly involved in their work. Discipline problems have almost disappeared (10:506).

Klang believes that the elective system forces parents and students to focus more personal concern on the direction of the students' education and to become more involved. It creates a situation where "the student will constantly re-evaluate his course of studies in English" (10:506).

While most experiments in elective or non-graded programs have received the endorsement of the officials in the schools in which they were administered this was not

the case with Troy High School in Troy, Michigan. Principal Clyde Peterson reported that the flexible, modular program scheduling, which was innovated in 1965, is highly unsuccessful. Students, who had been given freedom to work in areas of interest in the library, study halls, or in laboratories, upon being tested with the Iowa Tests of Educational Development "showed lower scores than when they entered high school and worse when compared to students in other schools" (19:11). Peterson recommends that the program be dropped as it is not doing its job.

Chapter 3

DESCRIPTION OF AUBURN HIGH SCHOOL ENGLISH PROGRAMS

In this chapter the two English programs at Auburn Senior High School will be described. There will be also a description of the procedures utilized to obtain the data which are analyzed in the following chapter.

AUBURN'S ENGLISH PROGRAM - 1966-1967

Auburn Senior High School's English program in 1966-1967 was ostensibly centered around the traditional composition-literature survey courses. The sophomores were presented a study of Composition-American Literature; juniors, Composition-English Literature; seniors, Composition-World Literature. Each student was placed by his counselor, as the result of an appraisal of his past grades and ability scores, in a class most suited to his needs. There were four levels of ability into which the student might be classified: honors, intensives, regulars, and slow. A student was allowed a degree of choice and mobility if he wished to accept a greater challenge or if he felt the class in which he had been placed was too difficult. Teachers were given the prerogative of structuring the curriculum of their classes within broad ranges. If a teacher believed the material was most effectively presented by blending

composition with literature, he was allowed to do so. Each English teacher was given an allotted sum of money to spend on paperback books to enrich his program. Anthologies of literature, hard bound and on a variety of levels, were available; Warriner's composition texts for all levels were also available. No particular stress was placed on the teacher to survey an entire period of literature or to present any specific areas of composition. As a result materials were often repeated or deleted, in both areas of literature and composition. Class loads were kept within range of 15-35 students with the counselors keeping 25 as the objective.

AUBURN'S INNOVATED ELECTIVE PROGRAM - 1967-1968

In the spring of 1967 Auburn's English staff innovated a semi-nongraded elective program. The primary purpose of the program, as stated in the introductory sheet of the elective brochure (see Appendix B), was "to help the student to develop an interest in and a responsibility for his own learning process." Each English teacher was asked to develop two courses that he would like to teach and offer in the development of an elective program. Each teacher was allowed to decide if he wanted to limit his class to a certain level of ability or grade, or to open it to any student in high school who might choose to take it. This allowed the teacher to work in the area of his greatest strength or interest. The result of this was the creation of fourteen

classes with certain limitations to grade and/or ability and twenty-four classes open to all students. Each teacher was permitted to order the books and material around which he had designed his course. Paperbacks were predominately popular thus allowing a variety and a freshness in material offered. The same number of teachers as had been working in 1966-1967 were involved in the new program. The only variation was in the slight influx of students in the school, who were absorbed with little effort or change.

No stipulations or requirements were placed on students to take any number of courses in a given area such as composition, speech or literature. All that was required was that the student complete with a satisfactory grade six semesters of English resulting in six credits, the amount required for graduation. Classes were filled with a "first come, first served" method. Students were told that since all classes would change at the end of the semester with the exception of two classes, Great Books and Humanities, there would be ample opportunity for each to attain his choice in time. Each student was allowed to choose his teacher as well as his course, as instructors were clearly identified on course description sheets.

Within the philosophy of this innovated curriculum lay the following general objectives. The English staff would hope that the students might reach the level of having: (1) a desire to learn, (2) ability to read, view,

listen, write and speak with understanding, effectiveness and enjoyment, (3) ability to better understand himself and the world around him.

A list of courses created is given by title with a brief synopsis in Appendix B.

PROCEDURES

Since the purpose of this study was to ascertain if the innovated program of English at Auburn Senior High School had reached its objective, namely, "to help the student to develop an interest in and a responsibility for his own learning process," it would seem as though an analysis of the registration of seniors in the area of English might allow one to judge if the elective program enticed students, many of whom had completed to some degree high school requirements, to elect to take English courses rather than electives in other possible areas. Thus, an analysis of registration was made. Secondly, to determine if the student seems better motivated or more interested in his own education, an assessment of the English grades of the seniors of 1967-1968 was made comparing the grades of that year with the grades of the year preceding. An improvement of grades might be a phenomenon that could be said to indicate that such success was due to interest created by the innovated program. In correlation with the study of the grades received, a questionnaire was sent out (see Appendix A) to thirty of the above-mentioned seniors asking them if they

believed the degree of success they experienced was due in large to the experience of electing courses and teachers. Also a survey was taken of all seniors who had experienced the elective program and the track program, questioning the students as to which system seemed best for them as a student. The final aspect of this analysis was to interview the counseling staff and heads of departments in an effort to determine that if the English program had succeeded in reaching its goals, had this been done at the expense of anything else, for example, curriculum in another area or a weakening in the English curriculum criteria.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

This chapter will be devoted to the presentation of data collected in the study of Auburn's innovated elective English program and an interpretation of that data. Included in this chapter are tables and statistics which assist in the translation of the findings of this study.

FINDINGS

Auburn Senior High's 1967-1968 seniors elected to take 107 semesters of English courses more than were taken in the preceding year when the school was using a track program. The year of 1967-1968 found 18.25 percent of the students taking more than the required number of courses, referring to the fact that each student was required to accrue six credits in English during his high school years--ninth grade through senior year. In this 18.25 percent were students who took two or more courses beyond requirements. One student took nine semesters of English classes in one year (See Table 1).

Table 1

Effect of Elective System on Choice of Courses

	Number of Students	Percent of Students
Taking minimum	326	81.75%
Taking more than minimum	<u>73</u>	<u>18.25%</u>
TOTAL	399	100.00%
	Number of Students	Percent of Students
Students taking 1 extra course	51	12.75%
Students taking 2 extra courses	17	4.25%
Students taking 3 extra courses	2	.50%
Students taking 4 extra courses	1	.25%
Students taking 5 extra courses	1	.25%
Students taking 6 extra courses	0	0.00%
Students taking 7 extra courses	<u>1</u>	<u>.25%</u>
TOTAL	73	18.25%

Of the 399 students in this study, 236 of these or 59.05 percent showed an improvement in grades; 94 students or 23.62 percent showed no change in grades; and 69 students or 17.33 percent showed a decline in grades from the previous year on the track program (See Table 2).

Table 2
Effect of Elective System on Grades

	Number of Students	Percent of Students
Improvement in grades	236	59.05%
No change in grades	94	23.62%
Decline in grades	<u>69</u>	<u>17.33%</u>
TOTAL	399	100.00%

In the student poll taken of these seniors to determine student interest and reaction to the innovated elective program, 81.59 percent of the students felt the elective program was an improvement over the previous track system (See Table 3). They felt the opportunity of choosing both course and teacher gave them the advantage of exercising their individualities. The following student testimonies recorded verbatim without correction or comment reveal some of their attitudes:

1. I believe that I have learned more in the elective program. In 10th grade, the teacher lectured and then we wrote. Didn't learn a thing. 11th and 12th I learned things that improved my ability to look at problems objectively. I have improved my ability in areas that, to me, are the most important. Such as, personal improvement (poems and creativity).
I do think the elective program is a very good one.

2. It is about time that we took a little responsibility on ourselves now that we are claiming to be adult members of our society. It is apparent to me that the diversified course is definitely a great opportunity, but alas and alack there are several persons of my age and place in life who do not accept their responsibility. I am referring to those paragons of intelligence who trundle through 3 years of high school getting absolutely nil out of their English endeavors, this being due to their own ignorance to their own responsibilities.
Granted, this is a problem but wherein lies the solution? Should we abolish the system and retreat back to the original situation where students are taken by the hand and herded into classrooms? No! We must face our own times and accept the fact that persons are being forced to mature faster and accept the responsibility of adulthood at an earlier age. Progress is. We cannot fight it, so we must utilize it.

3. I think it [the elective program] is an improvement, but I think more improvement is needed.
As a junior, the class I had been scheduled for was found to have one other pupil and no teacher!
This year I wanted to take advanced composition second semester to prepare myself for college. I was not allowed to change my schedule around to do this.
There are too many "nothing" courses: film literature, societies of the future, humanities, etc. There should be more opportunity for persons like myself to improve grammar, composition, knowledge of literature (This is possible, but I have had to do it this semester in Individual Reading), and expressing oneself in general. I desperately needed a college preparation course this semester. Because I was unable to take one, I plan to study and work on my own this summer.
This is changing the subject, but I think someone should bring attention to this. The English department is too isolated, too cut off from the other departments. This is not confined to the English

department. The departments know nothing of each other and even at times show hostility. Sometimes I get the impression the teachers from different departments never ever talk to each other.

Table 3
Student Opinion Poll

	For	Unsure	Against
Number of students	133	11	19
Percent of students	81.59%	6.75%	11.66%

However, of the students polled, 11.66 percent were opposed to the elective system for varying reasons. Some felt the students should be forced to take some basic composition and literature. Others expressed the idea that many of the elective courses lacked in quality and purpose, as the following testimonies from three different students indicate:

1. Next year I will be attending the University of Washington and I do not think I have the English background I need, either in Literature and Composition. I imagine that I will join the rest of the Auburn High graduates in bonehead English.
2. I do not feel that the elective program is as effective as the track program, because the majority of students in this school are not responsible enough to take the classes they need. They can go completely through high school without taking a composition class--or a literature class if they don't want to.

Also--I feel that there aren't enough college preparatory classes available in the present system. The counselors don't help us at all by advising us what to take. So I feel that the English department and the counselors have both fallen short.

3. I don't think it [the elective program] is good because people will try to take English classes such as films as literature or individual study which contain ideas that have no relationship at all to any type of a real English class. Film has nothing to do with English, except that the movie may have been taken from a book, but 9 times out of 10 the movie is so glamorized, and filled with sex seems that the only relationship to the book and the movie is the title. My girl friend took individual study from Mr. G____, where they can do anything they want for class, so she made the kind of flowers they make in home arts. and got an English credit for that! Now isn't that the biggest crock of crap you ever heard of? Bring back good old English of reading and writing before this school starts to turn out illiterate people as high school graduates.

Of the total group polled 6.75 percent were unsure as to which program was really best for them.

The questionnaire sent to thirty individuals of the 1967-1968 graduates during the 1968-1969 school year received a majority of positive responses. The questions require individual assessment for close interpretation (See Table 4). On question one, 84 percent of these seniors felt the elective system made possible their success in English to a great degree. Question two shows that 96 percent of the students polled felt the elective program satisfied their individual interest. Question three received a 96 percent endorsement from these students who felt the elective program substantially improved the English program at Auburn High School. The majority, 76 percent of the students, believed the elective program aided them to choose the teacher of their choice with whom to study as revealed by question four. The same number, 76 percent, stated they believed the program increased their awareness or knowledge in other areas.

Table 4

Student Response to Questionnaire*

I. To what degree do you believe your success in your English class (classes) was due to your being allowed to choose your course of study?

40%	44%	12%	4%	0%
1	2	3	4	5
To a great degree	To a small degree			To no degree

II. To what degree do you think the elective program satisfied your individual interest?

60%	36%	14%	0%	0%
1	2	3	4	5
To a great degree	To a small degree			To no degree

III. To what degree do you think the elective program improved the English program at Auburn Senior High School?

56%	40%	0%	0%	4%
1	2	3	4	5
To a great degree	To a small degree			To no degree

IV. To what degree do you believe the elective program aided you to be able to choose the teacher with whom you were to study?

56%	28%	16%	0%	0%
1	2	3	4	5
To a great degree	To a small degree			To no degree

V. To what degree do you believe the elective program innovated last year increased your knowledge or awareness of other areas, for example: inspired you to read, provided greater insight into current events, involved you in expanding yourself into hobbies or other interests?

40%	36%	20%	4%	0%
1	2	3	4	5
To a great degree	To a small degree			To no degree

*Sent to 30 individuals selected from the 1967-1968 graduates

The survey of counselors and department heads showed a wide variety of concerns. While most department heads stated that the elective program had not caused them to have to delete any courses, many said that the program brought with it other undesirable features, such as a laxity in self-discipline since many students made it their philosophy to study only what they chose, when they chose; a "watering-down" of the English curriculum; and an easier grading system or at least, less demanded of a student to achieve a good score. The following two comments serve to illustrate some of the concerns:

1. I think the elective program per se is a good idea. Only objection is that I believe the teachers in the program run such a mickey mouse program that the students feel that they can get by without effort--this carries over into other classes and it is billy hell trying to get them to develop decent study habits.

2. Some teachers have had to adjust or adapt their standards, teaching techniques, and values to the "interests" of the students who "elected" to take specific classes. A conflict between counselors and English teachers has occurred which indicates elective classes are not always "elective."

Overall student discipline has become a problem at A. H. S.. Part of this problem may be related (blamed upon) to the English Department electives program. Certain students become clannish or members of cliques (usually alienating themselves from the rest of the student body); these are the "restless" ones who are in a sense radicals in thought, ideas, dress, actions, behavior, etc.

Students' attitudes have changed considerably. This too is a result of a relaxed atmosphere brought about by English elective classes. Students are more relaxed, nonchalant and through this relaxed situation consider themselves equal to the teacher in many ways. The student no longer looks up to the teacher. The aura of prestige and respectability has disappeared.

The students have become more relaxed, but the teachers have become more tense. The attitude of the entire high school situation seems unhealthy.

Refer to Tables 1, 2 and 3 for more concise data compilation.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the findings of this study, to arrive at appropriate conclusions and to offer warranted recommendations.

SUMMARY

The data of this study reveal that the Auburn Senior High seniors approved of the innovated elective English program; 81.59 percent said the program was much better than the previous track program. Comments made by students on questionnaire sheets indicated that the majority of them felt the program was good for them, the students. Student interest in the area of English was evident as 18.25 percent took more than the required number of courses. Students achieved greater success academically as 59.05 percent showed an improvement in grades; 23.62 percent maintained their same grade level while 17.33 percent showed a decline. The questionnaire sent to thirty individuals after graduation revealed that all of these people believed the elective program made possible their success in English; 96 percent felt the elective program satisfied their individual needs and substantially improved the English curriculum at Auburn

Senior High School. On this same questionnaire 76 percent of these seniors believed the program increased their knowledge or awareness to a great degree in other areas.

The survey of counselors and department heads at the school showed that the English selective program had not noticeably affected electives in other areas; however, these people indicated a concern for other problems that they felt had grown out of the philosophy that was intrinsic in the program.

CONCLUSIONS

As far as basic goals of the English department are concerned one is encouraged to conclude that the innovated program was a success. Students were positive in their assessment of the new program; some showed their increased interest by electing to take more English courses than required for graduation, a phenomenon perhaps unprecedented in the area of English. Students' testimonies gave evidence to their awareness of the need for personal involvement in their education and the elective system gave them the opportunity to assume that responsibility. While the improvement in grades may be said not to have a direct relationship to the new program, the questionnaire sent to the students helps to verify that individual interest is relevant to success. The polling of counselors and department heads indicates that the English elective program, while probably absorbing

the increase of students into the high school, did not pose problems to electives in other areas.

RECOMMENDATIONS

Since the findings of this study indicate greater student involvement and further, student academic success, it is recommended that the elective program be continued. However, comments and testimonies made by both students and faculty indicate a need for concern for some problem areas in the program. Some courses were attacked by students as lacking in purpose and content. It would seem, therefore, that further inquiry into the kind of teaching and material that has evolved in these classes should be made to ascertain if the accusations have validity. Since student reactions and student activities made up the bulk of this study and since high school students may not be considered by many to be fully aware of all implications, to the point of making valid judgments about values in education that may affect all of a society, it is recommended that the observations and comments of the program made by the counselors and department heads be carefully analyzed. It would seem that there are three possibilities to be considered:

1. These people who criticized the program may be oversimplifying problems which may be more complex and therefore not intrinsic to the elective program.
2. The comments made may indicate a lack of communication or understanding of the program or of the basic philosophy of the English department.
3. These criticisms may be valid and may point to real weaknesses within the program.

It is recommended that since these are the only adult involvements in this study that these comments be considered seriously.

Also it was implied by several department heads that students were signing up for teachers rather than the classes. Perhaps there should be an evaluation made of this aspect of the program to determine if this is a problem that needs to be considered.

A review of literature of high schools which are innovating programs in English indicates that Auburn High School has moved forward very boldly and rapidly into a kind of curriculum that has not been carefully tested. It is recommended that Auburn Senior High English department continue to assess and reassess the program to ascertain that the students involved in this program will not find themselves lacking any skills or knowledge in the area of English which are commonly accepted as necessary by society.

Further it would seem a testing of the students with an established testing system such as Iowa Tests of Educational Development would be a more accurate means of assessing the success or failure of an academic program. However, one of the problems of today's secondary curriculum programs lies in the dilemma that educators are not in agreement about the goals of secondary education. Many feel happiness is as important a goal as the learning of a body of knowledge.

Philosophical differences among teachers on the staff often cause serious problems, as revealed at Auburn Senior

High School. It would be highly recommended that teachers be in agreement on basic educational philosophies, or at least, understand each other's goals and methods. Not only should teachers develop tolerance and understanding of philosophical goals of their colleagues but the public must also be educated to understand innovations being tried. It is important that the public be informed through meetings and various media about new programs: basic philosophies that are involved; mechanics of the programs; the involvement of parents and students. Time is an important factor since the public often will react more favorably to gradual change in curriculum as opposed to seemingly radical or abrupt change. Only the working together of all concerned, students, parents, and educators can make an innovated program a success.

While the basic concept of individual choice has much merit, more research and work will undoubtedly reveal the inherent weaknesses in this philosophy and aid in bringing such a method to its actualization. Weaknesses will probably be identified and corrected, strengths will be manifested as the concept is utilized. Time, obviously, will prove an important factor.

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APPENDIX A
QUESTIONNAIRE

May 2, 1969

Dear Student:

I am enlisting your aid in an evaluation of the English elective program innovated at Auburn Senior High School during the year of 1967-68. I have enclosed a brief questionnaire to which I hope you will direct your attention and respond to the best of your ability.

You may make a response, based upon your opinion ranging from (1), a positive response to (5), a negative response. Circle the number that most accurately indicates your belief; for example: 1 2 3 4 5. If you circle (1), you would be indicating your agreement or approval of the question while the circling of (2) would indicate less approval. Circling (5) would indicate total disagreement of the question posed.

This is a study I am making in pursuit of a Master's Degree in Education and in no way involves establishment of school policies nor will it in any way involve the name of the individual who responds to my questionnaire.

Your prompt response and return of this questionnaire in the enclosed stamped envelope will be greatly appreciated. Only with your cooperation in this matter will I be able to make a survey of any validity.

Thank you,

Letter which accompanied questionnaire sent to
30 graduated individuals.

Q U E S T I O N N A I R E

- I. To what degree do you believe your success in your English class (classes) was due to your being allowed to choose your course of study?

1	2	3	4	5
To a great degree		To a small degree		To no degree

- II. To what degree do you think the elective program satisfied your individual interest?

1	2	3	4	5
To a great degree		To a small degree		To no degree

- III. To what degree do you think the elective program improved the English program at Auburn Senior High School?

1	2	3	4	5
To a great degree		To a small degree		To no degree

- IV. To what degree do you believe the elective program aided you to be able to choose the teacher with whom you were to study?

1	2	3	4	5
To a great degree		To a small degree		To no degree

- V. To what degree do you believe the elective program innovated last year increased your knowledge or awareness of other areas, for example: inspired you to read, provided greater insight into current events, involved you in expanding yourself into hobbies or other interests?

1	2	3	4	5
To a great degree		To a small degree		To no degree

During the last two years the Auburn English Department has been offering an elective program to its students. In order that the program be assessed in its effectiveness it is necessary to enlist the students' reaction to the program. With this in mind, please indicate your reaction to this question: Do you think the present elective program being used at Auburn Senior High is better for you, the student, than the program that preceded, which you studied under during your sophomore year? In other words is the elective program better than the previous track program for you?

Please give your reasons and any remarks you feel to be appropriate.

TO DEPARTMENT HEADS AND COUNSELORS ONLY:

In a recent study assessing the English Elective Program, it has been ascertained, judging from the number of students signing up for English classes over and above the required credits, that the English Elective Program did succeed in enlisting the interest of the students. The purpose of this questionnaire is to determine if the program did this at the expense of anything else in the high school curriculum; i.e., did any other departments in the school find that some of their more advanced classes (or other classes) had to be dropped as the result of the effect of the English Program?

I realize this is a simplification of a very complex situation, but I am asking only for an opinion. This is to be used in conjunction with other material to complete a thesis study of the English Elective Program at A.H.S. for Central Washington State College.

You need not sign your name. Your cooperation will be appreciated.

Thank you,

Patricia Orris

COMMENT:

APPENDIX B
ELECTIVE BROCHURE

The Auburn Senior High School English Department strives to provide maximum incentive for creative learning and teaching. To that end, there is considerable flexibility: learning and teaching approaches and subject matter details are left largely to the individual's needs, tastes, and judgment.

In order that there may be similar goals for all English students, the staff has established the following general objectives:

1. to have a desire to learn
2. to read, view, listen, write and speak with understanding, effectiveness and enjoyment
3. to better understand himself and the world around him

The primary goal of the Elective Program in English is to help the student to develop an interest in and a responsibility for his own learning process. One way the student can develop this interest is in the selection of his own English classes. Freedom of choice is a privilege and a responsibility which should be a part of the student's educational experience. Making a choice requires a person to become involved in determining his own interests and needs. It is a simple act to relinquish this right to an older, more experienced person who is willing to direct him. We believe that the individual grows as he makes choices and as he assumes the responsibility for these choices once they are made.

In making these choices, he is free to choose according to his own interests and talents, to investigate other areas

of communication, and to remedy any weaknesses or omissions in his English.

COMPOSITION ELECTIVES

Class: Basic Compositions 20
 Open to: All students who have difficulty in clearly writing
 their ideas.
 Time: One semester
 Teacher:

Description:

Classes will be limited to approximately fifteen students. Each student's specific problems will be analyzed with him. An intensive corrective program will then be planned with the teacher. It will include individual work with the teacher and class help. Inspiration for writing will come from class discussions, films, short writings, art objects, and other sources.

Class: Composition 21
 Open to: Sophomores
 Time: One semester
 Teacher:

Description:

For students interested in improving writing and thinking abilities.

The course will emphasize perfection of individual expression through a study of various types of writing (descriptive, explanatory, creative).

Text: Modern Composition

Class: The Research Paper 24
 Open to: College-bound students
 Time: One semester
 Teacher:

Description:

The class will be organized around a research paper handbook to be purchased by the student. (Price approximately \$1.00) Emphasis will be on both form and content, with each student choosing his own subjects, paper length and purpose.

Class: Senior Composition 25
 Open to: Seniors
 Time: One semester
 Teacher:

Description:

Most writing assignments are based on thought logically organized (or logical thinking). Ideas for

assignments will primarily deal with recent ideas and philosophies, controversial subjects, or ideas evolving from class discussions. Members of the class will contribute to ideas for written discussion. Emphasis will be on themes, criticisms, and editorials.

Class: Advanced Composition 26
 Open to: Any college-bound student
 Time: One semester
 Teacher:

Description:

Assuming competence in matters of correctness, this course stresses matters of effectiveness. Numerous methods and structural devices of writing show the possibilities in effective presentation of ideas and information.

Class: Advanced Composition 27
 Open to: Seniors or Juniors: Intensive or Honors
 Time: One semester
 Teacher:

Description:

A study and practice of the basic skills of expository and creative writing. The course also involves an organized study of vocabulary. It is limited to students who have already acquired the basic fundamentals of grammar.

Unit lessons in Composition 1A is the basic text.

Class: Advanced Composition 27
 Open to: Juniors or Seniors: Intensive or Honors
 Time: One semester
 Teacher:

Description:

The class is a college-preparatory one which will cover both a review of basic writing problems and the writing of compositions within several interesting general subject areas: personal reminiscence; study of the dynamics of self-realization; appreciation of modern art; analysis of a provocative piece of literature; and so on.

Within each general subject area the student will have wide latitude for his individual choice of subject. For instance, a particular student, following the sequence of general subjects listed above, might actually end up writing on: a farm he knew as a child; his broadening interests; TV commercials;

the hippy movement; Picasso's blue period; and Allen Ginsberg's poem "Howl".

Class: Creative Writing 28
 Open to: All students
 Time: One year
 Teacher:

Description:

This course offers the student a chance to read and analyze literature and an opportunity to write creatively.

Two texts are used: Writing Fiction and Short Stories. The first text is designed to help the student learn writing techniques. The second book is a collection of short stories that will enable the student to view and discuss excellent creative fiction. The student is expected to complete several short stories, some poetry and also some writing in the area of drama.

Student writings are discussed in class and the student is judged on his ability to discuss student and other literature, and is judged on his ability to write fiction.

Class: Journalism 29
 Open to: Students with B average
 Time: One year
 Teacher:

Description:

The purpose of this class is to publish the school newspaper and to learn the fundamentals of journalistic writing.

Most of the class is actual work in all the areas of the newspaper which is published frequently. Some class time is spent studying the Journalism text and doing practice in fundamental writing.

The class offers student freedom and movement since the student interviews teachers and students daily. The class is smaller in size than most English-like classes.

The student should possess around a B scholastic average or be very motivated to write journalistically. If not, the student will drift off into endless sleep-land and never awake until June, when the swimming pool opens.

LITERATURE ELECTIVES

Class: United States Civilization--Historical and
 Literary 30
 Open to: Any student who has not taken Am. Lit. or U.S.
 History
 Time: One year
 Teacher:

Description:

Combining the most influential historical and literary forces, this course views the history and literature, both in its original setting and in its current importance. The dominant ideas and concepts blend in a two-semester course employing textbooks, paperbacks, magazines, films, and other worthwhile material.

Class: United States History and Literature 30H
 Open to: Honor students
 Time: One year

Description:

In an effort to provide a more effective English and history program in Auburn Senior High School, we are offering a combined course in United States Literature and United States History for sophomore honor students. It is hoped that combining these two courses in a two credit, one year program, that we will prevent duplication of materials and that these students will have more time to take advantage of offerings in music, art, speech, and advanced academic disciplines. It is also believed that American Literature and American History lend themselves to a combined course. Attention will be focused on American belief systems, and an attempt will be made to give the student the opportunity to develop his own prospective of these systems. Books to be discussed include: The Crucible, Red Badge of Courage, Huckleberry Finn, Spoon River Anthology, Our Town, and selected contemporary writings.

Students are eligible for this section if they attain a sufficiently high score on the Iowa Test, if they have their English teacher's recommendation, if they wish to participate in the program, and if they have the approval of their parents.

Class: Survey of American Literature and Composition
 30L (no History credit)
 Open to: Interested Sophomores
 Time: One year
 Teacher:

Description:

Selections from American Literature (Puritans to present) will be read in conjunction with the writing of compositions and a study of writing techniques.

Literature explored will include the works of Poe, Hawthorne, Twain, London, Crane, Steinbeck, Hemingway and Faulkner.

Class: Modern American Novel 31
 Open to: All students
 Time: One semester
 Teacher:

Description:

The class involves an exploration of recent novels that deal with themes relevant to young people. Class time will be spent discussing, reading and writing. Students who have read and discussed these novels in depth should not apply:

Huckleberry Finn - Mark Twain
To Kill a Mockingbird - Harper Lee
Member of the Wedding - C. McCullers
A Separate Peace - John Knowles
Ethan Frome - Edith Wharton
Tortilla Flat - John Steinbeck

Class: Poetry 32
 Open to: All students
 Time: One semester
 Teacher

Description:

The class is open to students who would like to read, listen to, and discuss poetry. We will investigate specific properties of poetry and the language devices a poet uses to communicate his ideas and feelings to the reader (e.g. rhyme, rhythm, metaphor, tone and irony). The class will be based on the assumption that the aim of the poem is to give pleasure to the reader. We will read a cross section of British and American poems and the members of the class will have an opportunity to select poems or poets they wish to study.

Class: Short story 33
 Open to: Everyone except Honors
 Time: One semester
 Teacher:

Description:

A study of stories organized around themes of concern to teenagers--initiation into adulthood, love, loneliness, breakdowns in communication, escapism and the unknown. Books used are listed below:

20 Grand Short Stories

Hot Rod - Felsen

Martian Chronicles - Bradbury

Ballad of the Sad Cafe - McCullers

Winesburg, Ohio - Anderson

Ten Modern Masters - Anthology

Class: Modern American Literature 34
 Open to: Interested students
 Time: One semester
 Teacher:

Description:

Class may be taken by people who have previously taken American literature and would like further study in the area. May also be taken by people with no experience but who are interested.

Two or three novels and several short stories representing a survey of different periods and authors will be studied by the entire class at the beginning; after which each student will do an in-depth study of the works of one or more authors of his choice. The work will culminate in a research paper.

Sister Carrie - Dreiser

The Great Gatsby - Fitzgerald

The Member of the Wedding - McCullers

An Anthology of 20th Century American Short Stories

Class: Modern British Literature 35
 Open to: College-bound students
 Time: One semester
 Teacher:

Description:

Most of the major twentieth-century British authors will be studied. Short stories and novels will be emphasized, but dramatic writings, poetry, and essays will also receive attention. During class discussions, students will often be encouraged to compare the point

of view of the author being studied with American treatments of that theme. Besides making extensive use of other materials, we will read selections from Adventures in English Literature, The Modern Age (Harcourt) and two novels.

Class: Contemporary World Literature 36
 Open to: Juniors or Seniors: Intensives or Honors
 Time: One semester
 Teacher:

Description:

Material offered will be interesting short stories, plays, poetry, and novelettes, on modern themes, by significant writers from 1900 to the present day. Some contemporary writers included will be Bellow, Barth, (Flannery) O'Conner, Singer, Ionesco, Pinter, Albee, Roethke, Ferlinghetti, (Langston) Hughes, Pasternak, and Yevtushenko.

Class: Senior Literature 37
 Open to: Seniors
 Time: One semester
 Teacher:

Description:

An exploratory course designed to study contemporary examples of American historical and regional fiction and to widen the interests of student reading. Emphasis will be on significant aspects of the American tradition--to gain a better understanding of our national heritage. Worthwhile themes will be discussed using a variety of subject matter, such as, adventure, realism, satire, and social commentary.

The latter part of the course will contain typical novels by Russian, German, Latin-American, and Italian literary artists. Hopefully, after this course students will reflect on the meaning of life and human relations, on the ideals of the good, the true, and the beautiful. Also, students should have gained a deeper understanding of the hopes, joys, hardships, sorrows, triumphs, and traditions of peoples the world over. The global view of the human condition that literature offers may inspire lively sentiments of gratitude, sympathy, admiration, and brotherhood. Reading about the struggles for personal freedom in our land and in other lands may stiffen our determination to tackle our own problems with dogged courage.

Class: World Biography 38
 Open to: Juniors and Seniors
 Time: One semester
 Teacher:

Description:

A course designed to acquaint the student with the outstanding leaders of yesterday and today and to get to know intimately the greatest persons of all time. The course should give the student a sense of perspective about his own life and possibly an answer to some of his own problems.

The course is intended to serve as an introduction to the study of biography to help us develop a body of personal value that can, among other things, give us a key to understanding human nature, arouse us to combat injustice, inspire gratitude and courage, increase our understanding of life's problems everywhere and in every age and help us become truth-seekers and truth-speakers.

Students will be asked to purchase at least one paperback biography at a minimum cost of \$1.25 per student. Semester project will be a research paper involving depth study of one area by individual students.

Class: Modern British and European Literature 39
 Open to: Honors and Intensive
 Time: One semester
 Teacher:

Description:

An opportunity to study the literature of some of the world's greatest writers. All literary genres will be touched upon: short story, novel, poetry, drama, and essay. Writers to be enjoyed are: Ibsen, Hardy, Doestoyevski, Kafka, Lawrence, Silone, Solzhenitsyn, Yevtushenko, and others, who represent the major countries of Europe and England.

READING ELECTIVES

Class: Power Reading 15
 Open to: All students, all ability levels
 Time: One semester
 Teacher:

Description:

Classwork is geared to individual needs in reading skills.

Standardized tests in vocabulary, comprehension and reading rates are administered at the beginning and end of the course.

Some machines are used - Craig Readers, Tach-x, controlled reader. SRA reading materials are used. The majority of work is book-oriented.

Students are taught speed reading techniques and are taught to vary reading techniques to material being used.

Ten weeks are spent on reading techniques, and ten weeks are spent on individualized reading.

Class: Individualized Reading 18
 Open to: Students interested in reading
 Time: Semester
 Teacher:

Description:

Class time is used by each student to read books of his choice. Reporting is done in conference with the teacher, and in a short written statement for each book. This class is designed to encourage the student to pursue his reading interests and become involved in them. This is not a class to work with the student's reading techniques.

ORAL ARTS ELECTIVES AND OTHERS

Class: Basic Speech Skills 40
 Open to: All students
 Time: One semester
 Teacher:

Description:

Instruction is given in control of voice, body language, and content in public speaking situations. Each student gives approximately twelve speeches.

Class: Oral Arts 42
 Open to: All students
 Time: One year or one semester
 Teacher:

Description:

All activities are developed for out of class audiences and include radio shows, interpretive reading, contest speeches tri-high exchange programs, and local entertainment programs. The experiences call for both drama and speech training. The course lasts one year but may be taken for one semester.

Class: Acting 44
Open to: All students
Time: One semester
Teacher:

Description:

Lecture and practice on Stanislavski's theory of acting. Practice in basic acting techniques, improvisations, line delivery, and memorization. A children's play is produced for grade schools, or a one-act play for junior and senior high schools.

Class: Theatre Production 45
Open to: All students
Time: One semester
Teacher:

Description:

Studies are made of theatre stagecraft in relationship to the history of drama. Approximately ten plays are read as examples of different stage demands, play types, and historical periods. Each student completes a notebook showing the production of a one-act play in all its aspects.

Class: Interpretive Reading and Oratory 48
Open to: All students
Time: One semester
Teacher:

Description:

Instruction and practice is given in oral reading with expression and memorized speech delivery. Each student will give approximately six interpretive readings and one oration.

Class: Introduction to Drama 49
Open to: All students
Time: One semester
Teacher:

Description:

A course exploring drama as a literary form; this class emphasizes modern plays and spends major class time on listening to, reading and discussing plays of various periods, lengths and styles. Some time will be spent on the development of drama as a type of literature. The class will attend performances at the Seattle Repertory, Cirque, and Off-Center Theatres as well as view some university and high

school productions and TV and film plays. (Again, this is a literature, not an acting class.)

Some plays to be read are:

The Glass Menagerie
 Of Mice and Men
 Our Town
 Pygmalion - My Fair Lady
 All My Sons or Death of a Salesman
 The Death of Bessie Smith
 Picnic
 A Taste of Honey
 Member of the Wedding
 Becket
 You Can't Take It With You
 Twelfth Night
 Macbeth
 Antigone
 The Miser
 The Cherry Orchard

Class: Dialogue 50
 Open to: Students interested in communication processes
 Time: One semester
 Teacher:

Description:

The basic aim is to increase the effectiveness of communication, by learning about self and the environment, about others, and by observing and practicing the processes of communication.

Another aim is an awareness in observation, and the development of philosophies of the observations through the use of the inquiry method of learning.

Communication skills are developed through:

1. Writing
2. Study of writing
3. Reading
4. Talking
5. Listening to resource persons
6. Observation

The individual is emphasized. Each is given his choices of writing form, reading material and reporting. Each student is helped to determine his own interests, needs, and goals. He is given class time to fulfill the requirements necessary to reach these goals.

Class: Contemporary Social Critics 51
 Open to: All students
 Time: One semester
 Teacher:

Description:

A selective study of some of America's major social issues such as poverty, prejudice, and war. Emphasis will be upon issues encountered within the last 20-30 years. Novels to be read will include The Grapes of Wrath, Black Boy, What Makes Sammy Run, and Hiroshima. Other media will also be used to interpret current problems.

Class: Modern Communication 53
 Open to: All students
 Time: One semester
 Teacher:

Description:

Students who want to increase their awareness and understanding of the great variety of stimulating material in current sources other than books may in this class study, discuss, and evaluate all other media: newspapers, magazines, records, art, radio, television, creative work in these areas.

Class: Communicating with the Individual 54
 Open to: All high school students
 Time: One semester
 Teacher:

Description:

The following texts will be used:

The Silent Language - Hall
The Medium Is the Message - McLuhan
Understanding Media - McLuhan
Winesburg, Ohio - Anderson
A Separate Peace - Knowles
 Plus selected texts for small group discussion.

The primary purpose of this class is to attempt to help people to better understand themselves and others so that meaningful communication can take place. Reading, writing, individual and class discussions, and listening to guest speakers are the major activities of this class. One communication each week, oral or written, with the teacher is required of each student.

Class: Communicating with the Group 55
 Open to: All students
 Time: One semester
 Teacher:

Description:

Because the increasing complexities of life in the twentieth century make it more and more difficult to act as an individual, we find it effective to join with others in a collective effort to raise our wages, exert political pressure or protest injustice. In doing so, we run the risk of having many of our decisions about what we like, what we need, and even who we are, made by others.

In Communicating with the Group, we will try to explore, through reading and discussion, such group-related problems as race-relations, hippies and the draft. Books will include:

Lord of the Flies - Golding
Siddhartha - Hesse
Mother Courage - Becket
Metamorphosis - Kafka
Patch of Blue - Kata
The Visit - Durrenmott

Class: Societies of the Future 56
 Open to: All students
 Time: One semester
 Teacher:

Description:

A one-semester literary exploration of possible future societies. Class discussions will involve political, social, moral, and economic issues with special attention to the role of the individual within the system. Books to read include: Anthem by Rand, Lord of the Flies by Golding, Brave New World by Huxley, and 1984 and Animal Farm by Orwell. Several short papers will be written to assure greater understanding of the material.

Class: Film as Literature 57
 Open to: All students
 Time: One semester
 Teacher:

Description:

This course is a study of both film and literature. Film is viewed, discussed and analyzed, and compared with and separately from literature.

Both Fictive and documentary film are screened. The emphasis in studying film is to treat film as a separate art form. Film is a unified effort composed mainly of acting, editing, camerawork and sound.

A few novels and short stories are read and related to their film versions. Class discussion is emphasized, and writing skills are less important.

Books used this year have been The Liveliest Art, the history of film; four novels: The Informer, The Oxbow Incident, The Grapes of Wrath, and Requiem For a Heavyweight; short stories, "An Occurrence at Owl Creek Bridge," "Bartleby." Films used start with the silents of 1903 and extend to the present movies shown in downtown theaters. Silents shown include films with Charlie Chaplin, Laurel and Hardy, Abbott and Costello and the Three Stooges. Some of the films were: Birth of a Nation (1915); film versions of the above novels and short stories; The Gold Rush (1925). Several documentary films will have been shown by the end of the year on various topics such as sports, journalism, and current events.

Class: Hemingway 58
 Open to: Interested students
 Time: One semester
 Teacher:

Description:

The short stories and novels of Ernest Hemingway reflect much of the complexities of twentieth century life. His terse style embodies complex ideas that challenge readers to find light in the darkness just as his fictional characters seek ways to face modern existence. A study of significant Hemingway writings will reveal why he ranks as a major modern writer.

Class: Humanities 59
 Open to: Juniors and Seniors by permission of Instructor
 Time: One year

Description:

Texts to be read:

A selection of contemporary poetry, plays, and essays.

The Catcher in the Rye

The Plague

Modern plays by Ibsen, Strindberg, Chechov, Synge, O'Neill, Eliot, Wilder, Inge, Anouilh, Miller, and Albee.

A selection of Greek plays by Sophocles, Aristophanes, Aeschylus, and Euripides.

The Story of Philosophy

The Greek Way and The Greek Philosophers

Paperback introductions to modern art, music, and comparative religions.

Students will be asked to buy about six paperbacks. It is an introduction to the disciplines within the humanities (art, music, drama, literature, comparative religions, and so on), with an emphasis upon twentieth century man, his works, his ideas, his feelings. Class time will be spent in reading, frank discussions, field trips (theatre, films, opera, art museums); guest speakers, and perhaps a weekend seminar with another school's humanities class.

Class: Individual Study 60
Open to: Interested students
Time: One semester
Teacher:

Description:

Providing an opportunity for independent research, this course allows the student to explore in depth ideas of his own choice. The student's explorations and discoveries will be organized and set down in some formal manner which effectively presents his ideas.