

- L. They collected this material in a class notebook.
1. They planned the notebook cover
  2. They wrote the preface
  3. They selected pictures to illustrate the poems studied
  4. They wrote extra themes for the notebook.
  5. They read the stories of King Arthur and the Knights of the Round Table. (After studying about Sir Launfal)
  6. They told these stories in class
  7. They wrote summaries of the ones they liked best for the class notebook.

## II. *What the Children Learned About This Group of Poems*

- A. How poetry is composed and inspired.
- B. How to write a poem.
- C. How to grasp the meaning of stanzas.
- D. How to compare and contrast poetry.
- E. How to visualize images in poetry.
- F. How to recognize figures of speech and to estimate their effectiveness.
- G. How to classify poetry: narrative, lyric, dramatic.
- H. How to understand familiar poetical terms: time, rhythm, stanza, verse, scansion, imagination, fancy.
- I. How to read poetry aloud.
- J. How the Bible has influenced poetry.
- K. How nature is employed in poetry.
- L. How the lives and personality of writers may be reflected in their works.
- M. How to recite passages from poetry intelligently and with expression.
- N. How booklets are arranged: Introduction, List of Illustrations, Table of contents, etc.

### III. *Skills Emphasized*

- A. Ability to appreciate and read poetry.
- B. Oral expression.
- C. Knowledge of American authors.
- D. Ability to make outlines.
- E. Ability to take notes and write them neatly and in good form.

- F. Spelling and punctuation.

### IV. *Ideals Fostered*

- A. A love of poetry.
- B. Appreciation of the beauties of nature.
- C. The meaning of service.

### V. BIBLIOGRAPHY

#### I. MATERIAL FOR METHOD

##### A. Books

- Eastman, Max. *Enjoyment of Poetry*. Charles Scribner's Sons.  
 Mearns, Hughes. *Creative Youth*. Doubleday, Page and Co.  
 Haliburton and Smith. *Teaching Poetry in the Grades*. Houghton Mifflin Co.

##### B. Magazines

- Abbott, Allan. "Rhythm in Poetry." *Teachers College Record*, March, 1927.  
 Abbott, Allan. "The Imaginative Element in Poetry." *Teachers College Record*, Oct. 1926.  
 Rosenkranz, Samuel. "Presenting Poetry." *English Journal*, Sept. 1927.  
 Smith, Reed. "Poetry in the High School." *Bulletin of University of South Carolina*, Jan. 1921.  
 Webster, E. H. "The Teaching of Poetry." *English Journal*, Oct. 1926.

##### II. Material for Pupil

- Lowell, James Russell. *The Vision of Sir Launfal and Other Poems*. Allyn and Bacon.  
 Bryant, William Cullen. *Poems*. Houghton Mifflin Co.  
 Malory, Sir Thomas. *The Boy's King Arthur*. Edited by Sidney Lanier.  
 Radford, M. L. *King Arthur and his Knights*. Rand, McNally and Co.

MARY GORDON PHILLIPS

## MASTERING SOHRAB AND RUSTUM

(A teacher-initiated contract plan for junior high school)

Time: One week.

Grade: Eight.

NOTE: This plan was introduced by a poster. The drawing represented a ladder on the rounds of which the four contracts were written. Mastering contract I gave a grade of D; contract II, C; contract III, B; contract IV, A. The numbers of the jobs were arranged in a chart at the bottom of the poster, in order that the jobs when completed might be checked by the pupils.

Aim: Comprehension and appreciation of the poem and of some Persian customs and achievements.

Class work: Oral reading of the poem; discussion of events in Matthew Arnold's

life; interesting customs and events in Persian history; pupils' reports on completed jobs.

*Contract I (required)*

a. Select and read a passage of the poem to the class. Be careful of pronunciation, punctuation, and expression.

b. Memorize fifteen lines of the poem. Lines often quoted are preferred.

c. Write the story of the poem and report on it in class.

d. Keep all completed jobs written in ink in your loose-leaf notebook.

*Contract II (complete any one)*

a. Select ten figures of speech from the poem. Explain to the class.

b. Draw a map locating: Oxus stream (Armu-Daria River); the plateau of Pamir; Oral sea; the Tartar land; Siestan; Ader-baijan; Bokhara; Taxertes; Samarcand; Khiva. Post this map after explaining it to the class.

c. Write a sketch telling something interesting about the life and character of Matthew Arnold. (See Metcalf's *English Literature*, p. 378-381).

*Contract III (complete any two)*

a. Identify the following: Peran-wisa; Zal; Ferood; Gudurz; Zoarrah; Feraburz; Afrasiab; Sohrab; Rustum; Ruksh.

b. Write two paragraphs describing the Persians (a) as a nation (b) as warriors. (See your ancient history).

c. Write a character description of Sohrab or Rustum.

d. Tell the story of Ruksh.

*Contract IV (complete any one)*

a. Make a poster illustrating the combat between Sohrab and Rustum by the Oxus stream.

b. Make a booklet illustrating the poem with pictures collected from magazines or drawn. These pictures should represent, step by step, the chief points in the story.

c. Draw a diagram showing the plot structure of the poem.

BIBLIOGRAPHY

*A. Material for Teacher*

Seignobos, Charles. *History of Ancient Civilization*. Charles Scribner's Sons.

Breasted, James A. *A History of Ancient Times*. Ginn and Co.

Eastman, Max. *Enjoyment of Poetry*. Charles Scribner's Sons.

Pendleton, Chas. S. "The Teaching of Poetry," *English Journal*, May, 1924.

*B. Material for Pupil*

Arnold, Matthew. *Sohrab and Rustum*. Houghton Mifflin Co.

Atwood, Wallace W. *New Geography, Part Two*. Ginn and Co.

Webster, Hutton. *Early European History*. D. C. Heath and Co.

Metcalf, John C. *English Literature*. Johnson Publishing Co.

MARY GORDON PHILLIPS

MORE THAN BOOK LEARNING

Education must contain much besides book learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet acting in conjunction with others, courage and resolution—these are qualities which mark a masterful people.

THEODORE ROOSEVELT

MY CREED

I believe in the child. A child is the hand of God recording on the universal pages of time the history of the human race.

I believe every child has a God-given heritage of life, health, and happiness and opportunity to fill its chosen place in the world.

I believe in the right of every child to an education of the head, the heart and the hand.

I believe that man owes no higher duty to society than the duty of service to childhood.

JAMES J. DAVIS,  
United States Secretary of Labor