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## A Syllabus Adapted to the Teaching of English in the Eleventh Grade at Charlton-Pollard High School

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A Syllabus Adapted to the Teaching of English  
in the Eleventh Grade  
at Charlton-Pollard High School

b y

Eloise L. Wells Briggs

An Undergraduate Thesis Submitted to the  
Faculty of the School of Arts and Sciences

o f

Prairie View State College

Prairie View, Texas

In Partial Fulfillment of the Requirements

of the Degree of

Bachelor of Science In Education

August 1, 1932

And Accepted on the Recommendation of

Professor of Education

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## O U T L I N E

A Syllabus Adapted to the Teaching of English  
 In the Eleventh Grade  
 at Charlton-Pollard High School

## INTRODUCTION:

## Part I - English Literature.

## I. Purpose

- A. Develop ability to read rapidly
- B. Extensive and intensive reading.
- C. To understand literary types.
- D. To understand literary development  
 of the drama.
- E. To study trends of modern prose and  
 poetry.

## II. Scope:

- A. Provides for different levels of ability
- B. "C" group requirements.
- C. Minimum essentials

## III. Procedure

- A. Early Literature

1. Anglo-Saxon or Old English Period
  2. Specimens of the Language
  3. The Epic Beowulf.
  4. Anglo-Saxon Songs.
  5. Metrical Romances
- B. Chaucerian Literature.
1. Geoffrey Chaucer
  2. Contemporaries and successors of Chaucer
  3. Ballads.
- C. Elizabethan Literature.
1. Historical Background.
  2. Outburst of Lyric Poetry.
  3. The Rise of the Drama.
- D. Puritan and Restoration Literature.
1. Historical Outline of Period.
  2. Three Typical Writers
    - (a) Milton; (b) Bunyan; (c) Dryden.
- E. Eighteenth-Century Literature (Second Quarter)
1. History of Period
  2. Meaning of Classicism in Literature
  3. Study works of Pope, Swift, Addison, Steele
  4. Historical Writings in the Eighteenth Century.

## F. Romantic and Victorian Poetry.

1. Historical outline of each  
Written and Spoken English
2. Study of Wordsworth, Coleridge, Keats,  
Byran, etc.

### I. Purpose:

3. The Victorian poets: Tennyson, Browning
- A. To find weaknesses in mechanics of English  
Arnold, Dickens, George Eliot, etc.
- B. To understand the value of conversation
- G. Development of the Essay:
- C. To increase accuracy in letter forms
  1. Typical writers.
- D. To read newspapers intelligently.
- H. Development of the Novel:
  1. The first novels. style of ordinary
  2. The modern Novels story and the drama.

### II. I. Modern Trends in Literature

- A. 1. Rudyard Kipling
- B. 2. Modern Novelists or, average, and "C" group
- C. 3. The realists.

### III. Procedure.

- A. Mechanics of English
  1. Drills in grammar, punctuation, etc.
- B. Conversation
  1. Value of good conversation.
- C. Letter writing
  1. Social letters
  2. Business letters.
- D. Public speaking

## Part Two

## Written and Spoken English

## I. Purpose:

- A. To find weaknesses in mechanics of English
- B. To understand the value of conversation
- C. To increase accuracy in letter forms
- D. To read newspapers intelligently.
- E. To investigate vocations
- F. To study structure and style of ordinary poetry, the short story and the drama.

## II. Scope:

- A. Organization of thought
- B. Meets needs of superior, average, and "C" groups.
- C. Minimum essentials.

## III. Procedure.

- A. Mechanics of English
  - 1. Drills in grammar, punctuation, etc.
- B. Conversation
  - 1. Value of good conversation.
- C. Letter writing
  - 1. Social letters
  - 2. Business letters.
- D. Public speaking
  - 1. Technique of speech
  - 2. Debates.

### E. Journalism

1. News: What is it?
2. Where does it come from?
3. Editing the school paper.

### F. Term theme on Vocation (Second quarter)

1. How and when to choose a vocation

### G. Structure of Drama

1. Action
2. Plot

### H. Structure of Poetry

1. Rhythms
2. Figures of Speech
3. Scansions.

### I. Structure of the Short Story

1. Characters
2. Plot
3. Background

Conclusion

Bibliography

## I n t r o d u c t i o n

This course aims to make the study of representative selections of prose and poetry in the English course for the eleventh grade in Charlton-Pollard High School, Beaumont, Texas more intelligible to the student. Merely telling a student to take certain selections leaves him at sea regarding what to look for or to think about. The result is a careless or mechanical perusal of the assignment, with no distinct impression of its meaning or appeal.

As a means of focusing attention and stimulating thought in reading, nothing is so valuable an aid to young persons as suggestive questions. It is the writer's intention that this course serve as a nucleus around which the teacher might arrange her own material. The questions are intended to be stimulating rather than exhaustive. They leave much that may be developed in the recitation by both student and teacher.

The general objectives of this course, including English and English literature, are to help pupils acquire the habit of using clear, correct, and forceful expression in both oral and written composition; to discover and develop special creative abilities; to teach the pupils to learn to read rapidly and understandingly ordinary English material; to help them develop a sense

of discrimination between good and bad reading and to develop enjoyment of the good; and lastly, through reading, to attain higher ethical standards, to gain a better understanding of the world, and to have a broader outlook on life.

The course is broad enough to take care of the pupils having superior intelligence. In the case of the retarded children, certain parts may be omitted. The slow pupils will do the same quality of work, but not the same quantity. If the teacher wishes additional she may find means of securing same in the bibliography. This course allows for projects and ample pupil participation.

TO THE TEACHER: Have students keep a loose-leaf note book, which will contain the following: table of contents, glossary, themes, class reports, names of the chief writers, their works and the characteristics of the age in which each wrote.

Part One

A Course for Teaching English Literature

Text

Outline of English Literature

by

William J. Long

I. PURPOSE: The purpose of this course may be stated thus: to develop ability to read rapidly and understandingly materials of increasing difficulty of form and content. (2) to gain familiarity with a wide body of literature by extensive reading and with a few master pieces by intensive study; (3) to understand literary history biography, and types in so far as they explain the literature itself; (4) to understand such literary, developments as that of the drama in the Elizabethan Age, that of prose in the Eighteenth Century; and that of the novel from its beginnings to the present time; (5) To notice trends of modern prose and poetry, and to form a basis of discrimination for current reading; and (5) to acquire a quotable body of memorized passages from worthwhile selections.

II. SCOPE: This course provides materials for the different levels of ability. Ordinarily the works in this course is designed for average students of "B" rating. Materials for "A" classes may be increased from the wealth of English literature available in anthologies and elsewhere. Extra credit will be given to such students. "C" groups may omit such work as the comparison of Boewulf with other epics; reading miscellaneous selections as Cynewulf's Riddles, "The Pearl," and all prose except Bede's "Story Coedmon."

In the study of Chaucerian literature, the "C" group need not be required to give reports on additional Canterbury Tales and other works of Chaucer. In all instances, reading of miscellaneous selections may be omitted.

The minimum essentials of the course may be summed up as follows: (1) ability to pass a test on selections indicated in the course, not including selections omitted for "C" groups; (2) Ability to do successful outside reading to earn twenty-five points of credit on four required books; (3) ability to write or repeat 100 lines of poetry or prose, required memory work; (4) understanding shown in written themes (eight themes or their equivalent in notebook work) and in oral reports (six) of the most significant facts about English literature, including development, form, and subject matter.

### III. PROCEDURE:

#### First Week

#### Early Literature.

#### First Lesson:

A. 1. What do you consider a good definition for English Literature? 2. Account for the various changes in the English language from its infancy until now. 3. Assignment: Written reports on: (a) Paradise Lost (religious epic), (b) Rape of the Lock (mock epic); (c) Sohrab and Rustum (fragment of epic); (d) Hiawatha (near epic) (e) The Iliad and The Odessey (Greece) (f) The cid (Spain) (g) The Song of Roland (France) - Have reports ready for Friday. Explain to pupil what is done.

#### Second Lesson:

##### A. Boewulf

1. What is an epic? 2. Describe each of the three main adventures of the hero. 3. Which of these is the most interesting? 4. What details about the hero's earlier life are found in the poem? 5. What are some of his leading traits of character? 5. What information does the poem give regarding the life of England in that early period - position of women, social customs, powers of the king, has relation to his followers, religion, etc.

7. Is the setting of the poem English or continental?
8. What aspects of nature are most vividly presented?
9. What appears to be the Anglo-Saxon attitude toward Nature? Point out passages that show a combination of pagan and christian elements. Account for this mixing.

### Third Lesson:

#### A. The Seafarer:

1. What hardships of a mariner's life in primal days are described?
2. What is the old seafarer's attitude toward the joys of life on land?
3. It has been suggested that this poem may be a dialogue between an old mariner and a young man who longed to go to sea. Does such a theory make the poem more interesting? Why?

#### B. The Wanderer:

1. What contrast is there between the dream of the exiled minstrel and the actual conditions of his life?
2. What attitude does he take toward the passing of earth's joys and love lines?

(Assignment for next day - to be written-Report on Anglo-Saxon Chronicle)

#### C. Dear's Lament:

1. What misfortune has happened to the old court singer?
2. In what spirit does he face adversity?

Fourth Lesson:

## A. Widseth:

1. What is said of the minstrel Wideseth in the beginning of the poem? 2. What lands and kings had he visited? 3. Is the poem of his toric and legendary interest rather than esthetic?

## B. Caedmon. (Hymn)

1. With what attributes of God is the poet impressed?

## C. Cynewulf (Elene)

1. How does Elene come to be sent to the Holy Land and for what purpose? How does she discover the true cross among the three?

## D. Report on Anglo-Saxon Chronicle

Fifth Lesson:

## A. Cuckoo Song:

1. What is the subject of this lyric? 2. What is its mood?

## B. Bede's History:

1. What account does Bede give of the coming of the English to Britian? What does he say about the arrival of the first Christian missionaries. 3. Relate his account of Caedmon's becoming a poet.

C. Have pupils read their reports on the outside reading of epics.

### Second Week.

#### Early Literature (Continued)

##### First Lesson:

A. Continuation of reports on other epics.

B. Sir Gawain and the Green Knight.

1. Does the interest in the poem center chiefly in the characters or in the incident? 2. Is Gawain convincingly portrayed? 3. Which of the other characters make an appeal to the reader. 4. Does the description in the poem appeal to the reader? 5. Does the story seem to have any allegorical significance? 6. Look up the characteristics of the metrical romances that were popular in the Middle Ages and show how this poem illustrate them. 7. Point out differences between a metrical romance like this and an epic like Beowulf.

##### Second Lesson:

A. The Pearl.

1. What type of poem is "The Pearl"? 2. Where is the poet when the dream comes to him? 3. Where does he go in his dream? Are the nature descriptions of the scenes real or imaginary? What do they represent?

## B. Ballads:

1. Review characteristics of types, significance as early literature. (Use victrola records)

2. Sir Patrick Spens: What situation is unfolded in the ballad? ". How does the ballad end? 3. What qualities give the ballad its power as a piece of dramatic narrative?

3. Kemp Owyne: What did the wicked step-mother do? 2. What prophecy did she made. 3. How was the prophecy fulfilled when Kemp Owyne came to Craigy's sea?

3. Robin Hood's Death and Burial: How did Robin come by his death? 2. How was Little John notified that his master was dying? 3. What was the boon requested by Little John? Was it granted? 4. What were the directions given by Robin for his burial?

### 4. Nut Brown Maid:

1. What is the subject of discussion between the two speakers in the opening dialogue? 2. What hardships of the greenwood life does the one speaker successively present and what are the other speaker's replies?

3. Is there a steady rise in the expression of faithfulness in love?

## Third Lesson:

Write a summary of the beginnings of English Literature using approximately 250 words. Turn in at end of period. Observe form

Fourth Lesson:

Paraphrase the story of Beowulf. Turn in at end of class period.

Fifth Lesson:

A written test covering this unit work. Have mimeographed copies of questions so as to facilitate the work of the pupil.

## Third Week

## Chaucerian Literature

First Lesson:

The Prologue: (From the Canterbury Tales)

1. Why did the pilgrims go to Canterbury?
2. In what season of the year was it?
3. From where did they start?
4. How many characters were there in the company?
5. Which of the characters are most favorably presented?
6. Which most unfavorably?
7. How severe is the poet in his treatment of these last?
8. Was he justified so far as we know from a study of the social conditions of his time?
9. Which characters are most vividly presented?
10. What are some of the means by which Chaucer gives vividness to his character sketches.

Second Lesson:

## The Prologue (continued)

1. Chaucer has been called the most liberal of poets. Does he portray life accurately? 2. Are the persons he described types or individuals? 3. How does Chaucer's treatment of them differ from a portrait painter's? 4. Group the pilgrims according to ranks in society. 5. How completely do they stand for all ranks of English society in the fourteenth century? What agreement did the pilgrims enter into regarding the telling of tales? 7. What does this show regarding Chaucer's plan for The Canterbury Tales? How completely was it carried out? 9. Give reasons why the Prologue, though written five hundred years ago, should still hold the attention of readers?

Third Lesson: (Chaucer's Life)

Learn something about the life of Chaucer and see wherein his experience tended to fit him to paint such a picture as this. Use specific examples, as found in some of his other works. Recite the lines describing a pilgrim in the Prologue that you like best.

Fourth Lesson:

## The Nun's Priest's Tale. -

1. What is the central idea of the story? 2. Does Chaucer in telling the story succeed in holding the readers interest? 3. Is everything in the story necessary to lead

up to the conclusion? 4. What seems to have been the character of Chaucer's learning and reading? 5. Oral report on, The Pardoner's Tale, as told in Heydrick's Gateway to English Literature. (b) Let pupils do research work for other tales. 6. Is it necessary to draw any "moralities" from the story? Why?

### Fifth Lesson:

Review. Give three reasons why we read "The Canterbury Tales." 2. After reading "The Canterbury Tales" Prologue, what do you think was Chaucer's outlook on life? 3. What were the outstanding characteristics of the literature prior to Chaucer's time? 4. Spell - Prologue; Canterbury; Pardoner, squire, yeoman, etc. 5. Make a brief outline of the Prologue to the "Canterbury Tales."

### Fourth Week.

#### Chaucerian Literature (Continued)

### First Lesson:

Piers the Plowman: Note the writer's observations of every day life. To what does he refer? 2. What is the poet's opinion of pilgrimages? On what is this opinion based? Explain in your own words the Prologues as given in your own text. What is the significance of the poem? Sketch the story in picture form.

Assignment to be brought in for tomorrow, Story of Printing Press.

Second Lesson:

A. Discussion of Wyclif's Bible, (b) Mandeville's Travels and (c) More's Utopia.

B. Caxton: (1) Who was Caxton? (2) How was he led to undertake the printing of Le Morte d'Arthur? 3. For what two significant reasons do we remember Caxton? 4. Reading and discussion of the "Early Printing Press." and "The Modern Printing Press." 5. Notebook work covering reference on development of art of printing of invention; its relation to the revival of learning.

Third Lesson:

A mock pilgrimage. Representation of pilgrims; each student selects one pilgrim to interpret in any way he chooses. Let other students guess whom they represent. Others may make posters.

Fourth Lesson:

Write in your own words a description of one of the characters in the "Canterbury Tales." Why does the character impress you? Compare him with a modern character of about the same type.

Fifth Lesson:

General review of chapters I, II, and III. Questions will be mimeographed and passed to each pupil so as to allow the pupil to utilize all the period in real thinking.

## Fifth Week

## Elizabethan Literature.

First Lesson:

## The Sonnet.

1. Discuss the sonnet as to meaning and types.

Find specific examples of each type. (See Literature and Life, Bk Iv pages 106 - 107. (2) Read Shakespeare's Sonnets, XXIX; XXX; LXXIII noticing both form and content. (3) How does he console himself when in disgrace with fortune (XXIX)? (4) In what way does he forget old woes? (XXX) Contrast the thought structure of this sonnet with XXIX. (5) To what does he compare the decay of his life in each quatrain? Which is the most beautiful?

## Second Lesson:

## The Lyric.

Discussion of lyric poetry (a) its meaning; (b) themes and moods of lyric poetry - as romantic love, religious feeling, love of country, love of nature, love of art; (c) the forms of lyric poetry - metrical foot, rhyme, stanzaic form. Here, the teacher will give work to be put in the note books.

## B. Development of the drama:

1. Trace the development of drama from its beginning of miracle plays, morality plays, and interludes, through the Shakesperian drama, to the decline of the drama and the closing of the theater.

Third Lesson:

Everyman.

A. Read and discuss the pre-Shakesperian drama "Everyman."

1. How is the type character Everyman made to seem a real person? 2. Do you imagine him as young or old? 2. What kind of life has he led? 4. What development is there in his character as the play proceeds? 5. How is it shown that Death is no respecter of persons? 6. Can the lengthy dialogue between Fellowship and Everyman be justified? 7. Is Fellowship a clearly drawn character? 8. What are his traits?

B.

1. Point out differences between Goods and the other abstractions. 2. What is the effect of his words on Everyman? Account for this. 3. Why are Discretion, Strength, Five Wits, and Beauty ready to go with him? 4. How far can they go? 5. How does knowledge differ from the others? 6. Which abstraction is Everyman's truest friend? Has Everyman recognized this before Death summons him? 8. What is the moral in the story?

Fourth Lesson:

1. Discussion of Shakespeare's life and works. 2. Classify Shakespeare's works. Problem: After having studied intensively the life and works of Shakespeare,

do you consider him as being handicapped? Give proofs for your answer.

### Fifth Lesson:

Macbeth.

1. Study, first the Drammatics Personal.

2. Scene 1. - For what purpose do you thing the witches are "to meet with "Macbeth", (b) How do they know he will survive the battle? (c) Quote a line to prove their evil nature. (d) If you were presenting the play, how would you set this scene? (e) What differences are there between a modern stage setting and those used in Shakespeare's time? 3. Scent II. - From this scene what do you learn of Macbeth's characteriestis? Point out specific lines that reveal his character. Why is Duncan not in the battle with his troops? Do you think Shakespeare had any definite reason for having Duncan stay in the rear while Macbeth takes such a courageous part in the battle? Give your reason. As a result of this scene, what is your relative opinion of the two men?

Why has Shakespeare withheld showing us Macbeth through these two scenes? What is the effect of this delay on you? How does this scene develop the story?

If you were staging the play, how would you have the sergeant brought in - on a stretcher or supported between two soldiers? Why?

## Sixth Week

## Elizabethan Literature (cont'd)

First Lesson:

Scene III - How do the witches show their evil nature here? What is the exact meaning of weird (line 32)? What supernatural powers have the witches? Which of the men addresses them first. Whom do they answer? Why? Why do they vanish in the midst of Macbeth's eager questioning?

What does Macbeth mean by his opening words? What connection do they reveal with the witches? Is Macbeth sincere in all he says in this scene, or does he seem to be acting a part in certain lines? Support your answer by specific quotations. Is Macbeth resolute and decisive in character or inclined toward hesitation and balancing? Prove. What final decision does Macbeth reach as to the manner in which the crown will come to him? Quote to prove.

Which one of Banquo's speeches in this scene do you think gives the meaning of the whole play? Has he an imaginary or a matter of fact mind?

Cite specific hints in this scene of the future course of events in the play. How would you represent a "blasted heath" on the stage? Why is such a place appropriate for a scene like this? What action would you give the witches just before the entrance of Macbeth? How would you group the characters in lines 127 - 147?

In lines 152 - 155?

Second Lesson:

Scene IV.- What is the dramatic effect of having Macbeth enter just as Duncan finishes speaking of his "absolute trust." What irony is there in "O worthiest cousin" (line 14?) Does Macbeth overact his loyalty to Duncan? Quote lines in support of your view. In what sense will his wife be joyful at the King's approach? What may be his motives in desiring to arrive at the castle before the King? Does this scene add anything to your conception of Duncan's character. What further complication is thrown in Macbeth's way in this scene?

Scene V.- Why is only this part of the letter read aloud? What discussion does Lady Macbeth instantly make? Name qualities in Macbeth which she fears will keep him from decided action. Find any previous words or actions of Macbeth that seem to bear out his wife's analysis of his character.

Why should Lady Macbeth be startled at the messenger's announcement of the King's coming? How does she cover up her agitation? Is she naturally cruel, or does she have to struggle to smother her instincts and conscience? Quote to prove your answer. What does she try to do in her first words to Macbeth? What is the significance of Macbeth's "as he proposes"?

Is there any sign of Macbeth's faltering? What does Lady Macbeth read in her husband's countenance? What part does she immediately take in the affair? Have Macbeth and his wife ever talked of the possibility of murder before? What is the tensest moment of the scene? What points of contrast do you find between Macbeth and Lady Macbeth?

### Third Lesson:

Scene VI - Why does not Macbeth welcome Duncan in person? How do Duncan's and Banquo's speeches increase the tenseness of the dramatic situations? Does Lady Macbeth overdo her hypocritical welcome? What is there in Duncan's nature that increases the horror of the coming murder? Does he appeal to you any more than he has in previous scenes?

Scene VII - Why has Macbeth left the banquet hall? Name specific factors that are restraining him from the crime. What is the one thing that urges him on? What is his opinion of the worth of that one impelling motive? Does Macbeth name any really great moral reason which should prevent him? Does he fear punishment in this world or in the next? What reason does he give, Lady Macbeth for flagging in his purpose. Is it the true one?

To what phase of Macbeth's nature does Lady Macbeth's first appeal in her effort to restore him this purpose?

Name all the emotions on which she plays in her effort to brace him up. Quote lines to support your answer. Do lines 47 - 51 refer to the letter or to some conversation before the beginning of the play? Do you think "Nefail" should be spoken with contempt, with indignant emphases on "we" or in a tone of resigned finality. Which would best suit Lady Macbeth's character?

Which of the two characters has the more imagination? Which has the stronger or more intense nature? Which has the firmer grasp of the situation? Which the keener sense of the wickedness of the plot? Quote passages to answer these.

Do you think Lady Macbeth has reason to feel so absolutely certain that they will not be suspected. Why? What would be methods of detecting crime?

#### Fourth Lesson

Acts II & III.

Act II. Scene I - Why is Banquo restless? Does any speech of Banquo's lead you to believe that he may distrust Macbeth's motives? What change comes over the dagger while Macbeth gazes at it?

Scene II - How has Lady Macbeth rouses her courage? Why can Macbeth commit the crime and yet become unnerved immediately? Other questions will grow out of this.

Scene III - What part of the porter's speech seems most humorous to you? Why does Macbeth add, "he did appoint

so." (line 41)? Does Lady Macbeth faint, or merely feign to faint? Whom do Malcolm and Donalbain suspect? If these had not fled, what do you suppose would have been the outcome?

Scene IV - What purpose does the old man serve? Is his story of the falcon merely the evidence of a superstition, or as something deeper? Is this scene necessary? Does Macduff in his speech indicate his fears for his own future?

Act. III. Scene 1. What evidence is there that Banquo suspects Macbeth? Why does Macbeth fear Banquo? What chance makes a favorable opportunity for the murder? What kind of men does Macbeth find to commit the crime? What is his real reason for wanting to destroy Banquo and Fleance?

Scene II- What has been the effect of the crime on Lady Macbeth's peace of mind? What evidence do you find that Macbeth has become morbid, brooding over his situation? Several of the speeches in this scene are among the most imaginative and beautiful in the whole play. Select the one you like best, deliver it to the class, and try to explain whether you like it best for its thought, its imagery, or its language and rhythm.

Scene III - Who was the third murderer? Why, in letting Fleance escape, have the murderers lost the "best half" of the affair?

Scene IV - How does Macbeth receive the announcement of Banquo's death? In what phrase does Lady Macbeth first attempt to restore her husband's courage? What is the occasion of the return of the ghost? What is Macbeth's chief fear after the guests leave?

Scene V- What is the relation of Hecote to the other witches? Of what does Hecote accuse Macbeth?

Scene VI - What similar scene occurred in Act II? What is the purpose? Is there sarcasm in Lennox's first speech? Draw up a list of grievances which the country had against Macbeth. What retribution seems to be in preparation.

### Fifth Lesson:

#### Act IV and V.

Scene I - What effect on you do the loathsome ingredients of the caldron and the witches' spells have? Do the witches here seem more evil than in Act. I, or less? What is Macbeth's purpose in visiting the witches? How should Macbeth talk and act when he sees the show of Kings? Intensive study lines 144 - 156.

Scene II - Does Macbeth commit this crime here to defy the fate prophesized by the witches to terrorize his enemies in Scotland, or to punish Macduff for his disloyalty? Might there be other reasons. Is Lady Macduff's charge that her husband does not love her just? What particular lines make the scene especially pathetic?

What feeling have you toward Macbeth as a result of this scene?

Scene III - Why is Malcolm so wary of Macduff's offers. How does he test Macduff's patriotism? Does this scene have much dramatic value? Is Malcolm a strong character? What is Ross's purpose in putting of the news about Macduff's family?

Act V, Scene I - Has anything in the earlier actions of Lady Macbeth prepared you for this tragic condition of her mind? Scene II - Are there previous lines of Macbeth in the play that bear out the truth of lines 20-22? Scene III - On what is Macbeth now resting his hopes almost entirely? Pick out the two passages that are famous because of their impressive moralizing. Scene IV - Does Malcolm's reason for cutting the boughs seem to you a good one? Scene V - Do lines 9 - 15 really indicate a hard and cruel nature or a state of deepest desolation and utter despair? Are the prophecies really bearing him up now or does he in his deeper consciousness realize that the end is near? Scene VI. What part of the prophecies is fulfilled in this scene? Scene VII - What effect does Macbeth's success in slaying young Siward have upon him? What is it in human nature that makes him still pin his faith to the words of the witches? Scene VIII - Does Macbeth act in a brave or a cowardly fashion in this scene? How does this scene fulfill the remaining prophecies of the witches?

Where did Macbeth give the deepest expression of his despair? Are you most interested in Malcolm's good fortune or Macbeth's downfall? Why?

### Seventh Week

#### First Lesson:

Comedy.

A. - Review story of Macbeth as a whole.

B. Comparison of Goldsmith's "She stoops to Conquer with Macbeth."

C. Reciting at least two lines from one of the above.

#### Second Lesson:

Comedy.

1. Have class reports on: (a) Merchant of Venice;

(b) Mid-summer Night's dream; (c) The Tempest. 2. Reciting memorized passages - Two lines required. Spelling test. Note book work.

#### Third Lesson:

1. Assignment: Essay - The meaning of Friendship to be turned in Friday.

2. Bacon's Essays. Read and discuss Bacon's essay (a) Of studies; (b) of Friendship; (c) of Riches; (d) of Travel. Write out familiar quotations from each. put in notebooks.

#### Fourth Lesson:

Compare Bacon's ideas on friendship with those of

Emerson, Thoreau, Holmes, etc. Note notable examples of friendship as that between David and Jonathan.

### Fifth Lesson:

General review over work covering this period.

Use mimeographed copies so as to facilitate the student's progress.

## Eighth Week

### Puritan and Restoration Literature

#### First Lesson:

1. Cavalier lyrics - Read for the tone and mood rather than for analysis. 2. Distinguish the Puritan form the cavalier poets.

Herbert: "The Pulley" What did God withhold from man and why?

"Love": Why was he reluctant to be Loves guest? How was he persuaded?

Herrick: "To the Virgins" - What is the poet's warning? Where else have we met this theme?

Lovelace: "To Lucasta -- War - "What kind of inconstancy is he guilty of?

"To Althea" - Under what conditions does he know liberty? To what does he claim superior liberty in each case? What is the conditions of his liberty in prison?

Second Lesson:

Lyrics.

Suckling: "The constant Lover" - In what respect is the lover constant? "Why So Pale and Wan"? - Why is this a saucy lyric?

Crashair: "In the Holy Nativity" - To whom is the chorus of shepherds addressed and what do they request of Tityrus and Thyrsis? What sights do these shepherds behold?

Cowley: "The Swallow" - Why does he up-braid the bird? "The Wish" - What does he long for? What is his only fear?

Doone: "Death" - By what argument does he negate Death's power to kill? In what sense shall Death die?

Johson: "To Celia" - What is the speaker's argument?

Third Lesson:

Study Milton's companion LYRICS.

L'Allegro and Il Penseroso - Each of the poems describe a period of about twelve hours. Compare them in this respect, pointing out the stages covered by each. What kinds of pleasure are balanced against one another in the two poems? Point out some of the descriptions of nature in both poems? Which of the two poems affords the deeper and truer insight into the soul of the man, Milton? Why? Read life of Milton.

Fourth Lesson:

Outline, in class under direction of the teacher, L'Allegro. Ask pupils to bring in as many pictures as are found in the poem, if possible, so the class can make a poster representing the poem.

Fifth Lesson:

Complete outline of L'Allegro. Use the remaining time to make the poster.

## Ninth Week

First Lesson:

Outline, in class under direction of the teacher, Il Penseroso. See Literature and Life, Bk, IV. As the work is more familiar, now two poems should be completed.

Lycidas: What occasion called forth this poem.

What passage refers to Milton's companionship with Lycidas at College? Does the poem seem an expression of deep personal grief or merely a tribute of respect. What qualities does the poem have to make it so generally admired?

Second Lesson:

From Areopagitica

Look up an explanation of the title. Note that Milton's purpose was not an oration, but a printed address for the attention of Parliament. With what general subject was he dealing? What does Milton say of England's

destiny? How satisfactory is the law already passed in regard to the publication of books?

Compare Milton's ideas on freedom of the press with those of modern writers. Book report on "Paradise Lost."

### Third Lesson:

Bunyan's "Pilgrim's Progress."

What is an allegory? Give several examples. Who were the three Shining Ones? What discouragements did Christian have before he reached the Palace Beautiful? Who entertained him in the palace? What are the main characteristics of Bunyan's manner of writing? Does "The Pilgrim's Progress" now make its chief appeal to the religious sense or to literary appreciation? Connect Bunyan's life with the story.

### Fourth Lesson:

Dryden's "Alexander's Feast" - What is the theme of the poem? How is praise of music turned to praise of St. Cecilia? For each stanza, note (a) the kind of music Timotheus plays, (b) the effect of the music on Alexander, (c) the way in which the sound and movement of the verse fit and really create the proper mood.

2. Turn in Monday: "How I Spent the Week-end."

### Fifth Lesson:

In review of quarters work, have students make a chart of selections studied giving title, author, type, and period. Use mimeographed copies of text if available.

Tenth Week,

(Second Quarter)

Eighteenth Century Literature

First Lesson:

Understand thoroughly the historic background of the period. Look up a good definition for "classicism".

Name classical writers.

Pope: "Pope of the Lock" - Upon what incident was this poem based? Give a summary of the main plot of the story. Describe the hero and the heroine. What other human characters are there in the story? Are the characters true to life? Explain meaning of term "heroic - comical poem" and show how this name is appropriate to this poem. Point out several familiar quotations.

B. "Essay on Criticism" - What does Pope allege are some of the characteristics of the poor critics of his time? What does he say is the basis of sound criticism? What causes are enumerated in Part II as hindering a true judgement in criticism. Does Pope speak more of thought or of expression? What does he mean by the term "Nature", "order," "wit"? Could his ideas regarding literary criticism have been expressed to equal advantage in prose? Point out several familiar quotations. Is his philosophy of life expressed in his writings?

Assignment: Have pupils secure Gulliver's travels from the library and one pupil will read "A Voyage to Lilliput", "A Voyage to the Country", "Tale of the Tub."

tricks of manner? His friends? His attitude toward

Students will make oral reports in class from notes.

Read: "Vision of Mirza" by Addison

### Second Lesson:

Students will make oral reports on the following:

"A Voyage to Lilliput" "A Voyage to the Country of the Honyhms" and "A Tale of the Tub." Read the "A Village Witch" by Addison, pages 114 - 118. Questions on black-board to be answered. Questions on "Vision of Mirza" taken from Literature and Life, Bk. IV page 304.

Assignment: "Life of Samuel Johnson" pages 324-49 by Macaulay's in Literature and Life Bk. IV. Answer questions on pages 349 50.

Third Lesson: the portrayal of village characters, which

Questions on pages 349-50 on the "Life of Samuel Johnson" Assignment: From "The Life of Samuel Johnson by Boswell, pages 351 - 362; questions page 362 in Literature and Life, Bk IV.

the influence of the romantic movement? What is the

### Fourth Lesson:

Questions on Boswell's "Life of Samuel Johnson." Compare Johnson with Franklin, Assignment: Book report on the "Vicar of Wakefield" (To be turned in when called for by the teacher) "Deserted Village" by Goldsmith. Questions - Give Boswell's account of his introduction to Dr. Johnson. What idea do you get regarding Dr. Johnson's personal appearance and dress? His habits and

tricks of manner? His friends? His attitude toward other literary men? What are your impressions of the personality of Boswell?

#### Fifth Lesson:

Students will read for appreciation, expression and comprehension in class, the "Deserted Village" by Goldsmith page 130 -131; see all Literature and Life, Bk IV. Questions: What causes have produced the changes in the village of Auburn? Is Goldsmith right or wrong in his economic theories? What does he think of emigration? Is he right or wrong in his view? What light on the social conditions of the England of Goldsmith's time does the poem give? What details of village life are presented? In the portrayal of village characters, which one interested you most and why? Do you value the poem, as a whole, for its political economy or its value as an historical document or its descriptions of village life and character? What qualities in the poem show the influence of the romantic movement? What is the influence of the classical school?

#### Eleventh Week.

#### First Lesson:

Students will take notes on Burkes' speech "On Conciliation" as directed by teacher. Brief discussion of Gibbons, the historian and of Collins. Questions: Collin's Ode (text page 125) Consult a history of Eng-

land to find out what important battles occurred in 1745 and determine which might have been the occasion for this poem. In what way is the poem suited to its purpose? Are the personifications, - Spring, Fancy, Honor, Freedom, - vivid and pleasing?

Assignment: "Elegy Written in a country Churchyard." by Thomas Gray, pages 126-130.

### Second Lesson:

Discussion of "Elegy Written in a Country Churchyard" by Gray. Have pupils sketch pictures or bring in pictures which will help make clear the poem. Memorize the 1, 2, 3, 4, 11, and 14 stanzas. Assignment: "On Receipt of My Mother's Picture", "The Castaway", by Cowper; "To A Louse", "Auld Lang Syne", "Contented wi' Little" by Burns.

### Third Lesson:

Questions: "The Castaway" - What does this poem show regarding Cowper's own melancholy condition? "On Receipt of my Mother's Picture" - What circumstances gave rise to this poem? How old was Cowper when it was written? What was his age when his mother died? What details of the poet's life are introduced? Would the poem have been better without them? Why? What characteristics of his mother does he recall? Explain: "Life has passed with me roughly", etc. In what ways

does the poem show Cowper's religious tendencies?

Assignment: "Read selections by Burns in Class and give the theme of each. (Teacher will designate the selections.

#### Fourth Lesson:

Students will read the following selections from Burns in class and write a paraphrase of each: "Sweet Afton", "A Red, Red, Rose." "Auld Lang Syne", "O' Wert Thou in the Cauld Blast", "A Man's a Man for a That", "A Fond Kiss"; "Bonie Doon". Students will sing songs that are familiar to them softly. Victrols records may also be used. Assignment: Book report on "Tam O'Shanter". Be able to answer the questions given by the teacher. "Cotter's Saturday Night."

#### Fifth Lesson:

Class will discuss these questions on the "Cotter's Saturday Night" - What is the setting of the poem as to time and as to place? Who tells the story? Summarize the action of the story. Discuss the poem as a reflection of the scenery, customs, and people of Burn's country. How has Burns succeeded in making an interesting story out of events entirely commonplace? Name the characters mentioned as making up the family circle. What connection does this poem bear to Goldsmith's The Deserted Village. Students will read their reports then turn in to teacher to be corrected, after which they will be handed back for revision, then best copy

is put in notebook. Assignment: 25 minute quiz on chapter VI. Trace the romantic movement in its social, political, and intellectual aspects and note characteristics of its literature.

### Thirteenth Week

#### The Early Nineteenth Century.

##### First Lesson:

A 25 minute quiz on Chapter VI. Trace the romantic movement in its social, political, and intellectual aspects and note characteristics of its literature.

Assignment: The following selections by Wordsworth:

"We are Seven", "I Wondered Lonely as a Cloud", "To a Sky Lark", "The Solitary Reaper," "She was a Phantom of Delight." Read to grasp the thought.

##### Second Lesson:

Students will read the selections previously assigned and answer the following questions: "We are Seven" -

What problem does the first stanza present? How does the incident related answer this problem? "To a Sky Lark" (Ethereal minstrel," etc - What is the lesson which the poet draws from the sight of the skylark?

"I Wondered Lonely as a Cloud" - What scene does the poet describe? Note the paucity of detail given in regard to the scene. What is the effect of this scene upon him? Explain how this poem illustrates Wordsworth's

idea that "poetry is emotion recollected in tranquillity".

"The Solitary Reaper" - What scene is described? What was the character of the song sung by the girl? To what bird voices does the poet compare the girl's song? What effect did the incident have upon the poet? How does this poem show Wordsworth's power to see the poetic side of the simple things of life? Give reasons why this poem should of all his short poems, have the most admirers.

"She Was a Phantom of Delight": Note that this is a tribute to the poet's wife. Describe her as first seen. Describe her on nearer view. Which view predominates in the final estimate. What qualities of the ideal woman are suggested? Assignment: Wordsworth's Character of the Happy Warrior", "Compose upon Westminster Bridge", "The World is too Much with Us." "My Heart Heaps up."

### Third Lesson:

Students will answer questions on the poems already assigned. "The World is Too Much With Us" - Against what tendencies of his time does remonstrete? Does the present generation need to heed to such protest? The thought of the last two lines is frequently misunderstood. Determine exactly what the poet means to say. "My Heart Leaps Up" - This poem has been called Wordsworth's poetic creed. Point out the elements of that creed. What is

by, "The child is father of the man". "The Happy Warrior"

This poem has been called "a manual of greatness",

Specify the qualities of the ideal hero described. How far do they correspond to your own ideals of the military hero? How suitable are they as ideals for every man?

This poem was written in 1806. One of England's great heroes died in 1805. Who was it? Look up the relation this poem may have had to him. "Westminster Bridge" - (Earth has not anything to show etc") At what time of the day does the poet look at the city? What general impression does he bring out? What details does he select to do this? Compare this, a poet's selection, with what a painter would have used. Assignment: "Christabel", Kubla Khan.

#### Fourth Lesson:

(Socialized recitation)

Questions on "Kubla Khan" and "Christabel".

Kubla Kahn - Look up the circumstances surrounding the composition of this poem and explain why it was never completed. Has enough been written for one to determine what was to be the meaning of the poem, or is it best to regard it as a fine specimen of word music? Kipling thinks that three of its lines are among the most melodious and imaginative in all English poetry. To which lines would you give this distinction?

"Christabel" - Does the portion of the poem finished give any clues to what the conclusion would have been? What are the chief traits of Christabel? What details seem to indicate that Geraldine was a witch? Was she really a witch or did she only seem so to Christabel? Does it seem that the poem was what Coleridge called it, "a common fairy tale," or does it suggest a deeper meaning? In what respects does this poem show characteristics similar to The Ancient Mariner?

Assignment: General questions to be answered and brought in. Questions on Byron and Shelley to be discussed in class.

Questions to be turned in answered - Does Wordsworth's poetry fulfil his intentions to be a teacher or nothing? What is his theory in regard to the moral influence of nature? What do you consider Wordsworth's distinctive excellencies? His defects? Do you think Wordsworth will ever be a popular poet? Why? What can you discover in regard to Coleridge's attitude toward nature? Is it the same as Wordsworth's cite instances of Coleridge's musical versification.

#### Fifth Lesson:

Students will discuss the following questions pointing out specific instances in the poems when possible:

Byron: What aspects of nature does Byron delight in? For what reason does he enjoy these aspects? Is he sincere in this attitude? In his descriptions does

Byron appeal to the eye only, or to other senses? What is Byron's attitude towards tyranny and oppression? What traits of character in Byron are revealed in his poems? What seems to be Byron's chief message? What temporary elements tended to make the poetry of Byron immediately popular? What permanent elements of interest does his poetry have?

Shelley: Is the tone of sadness in Shelley's poetry depressing or misanthropic as it is in Byron's? What scenes or aspects of nature does Shelley best describe? Does he write of ordinary people or of ordinary experiences? Give instances to show the richness and beauty of his smiles. What else necessary to great poetry does Shelley lack?

Assignment: Memorize first lines of "Proem to Endymion". "When I Have Fears." "To Autumn", "An the Sea". Literary background of Victorian poetry.

#### Fourteenth Week.

#### First Lesson:

Reciting first lines of "Proem to Endymion". Questions on poems previously assigned: "When I Have Fears": How does this poem express the poet's longing for fame and love? Explain the meaning of line 6. Point out the ways in which this sonnet resembles those of Shakespeare.

"To Autumn": What characteristics of the autumn season does Keats set forth in the personification in the first two stanzas? Why does the poet in the last stanza say he has a preference for autumn over spring? Is such a preference general among poets? What feelings in regard to autumn does the poem leave with the reader - joy of sorrow?

"On the Sea": What contrasts are made in the aspects of the sea? Of what value may the sight of the sea be to man? How does Keats' interpretation of nature differ from that of Wordsworth or Shelley? What justification is there in Keat's work for the general belief that had he lived he would have become one of the greatest poets?

B. Discussion of literary back ground of Victorian poetry, Assignment: Contrast this period with the romantic period bringing out differences between romanticism and realism. "Wages". "Ulysses" Charge of Light Bridage" "The Higher Pantheism". Commit last 15 lines in "Ulysses"

### Second Lesson:

(Victorian Poetry)

Students will contrast this period with the romantic period bringing out differences between romanticism and realism.

"Wages": What does the poet say are the rewards of the warrior, the orator, and the poet? How is the reward of virtue contrasted with the reward of these?

What is the thought of the second stanza?

Ulysses:- Who is the speaker? Under what circumstances does he speak? To whom are his words addressed? What has been the character of his past life? What does he propose to do now? Why? Of what spirit may this poem be said to be the embodiment? Is there anything symbolical in the character of Ulysses? Find out the circumstances in Tennyson's life that gave rise to the writing of this poem.

CHARGE OF LIGHT BRIGADE: What incident does the poem commemorate? To what emotions besides that of patriotism does it appeal? Why should this be one of the best known of Tennyson's poems?

The Higher Pantheism: What does the poet say in lines 1 - 8 about the nature of reality - is it mind or matter? What does he say in lines 11 - 12 about man's personal relationship to God? What interpretation of God's nature are criticised in lines 13 - 18. What is pantheism? Why has Tennyson called this poem the higher pantheism? Assignment: "In Memoriam (Proem)" "Crossing the Bar", General questions on Tennyson and his works.

### Third Lesson:

In Memoriam (Proem)- To whom does the poet make his prayer? Is the "Immortal Love" to be identified with Christ? What argument for immortality is given in the

third stanza? What statement is made about the freedom of the will in the fourth stanza? In the fifth, sixth and seventh stanzas, what contrast is made between faith and knowledge? For what does the poet ask forgiveness in the remaining stanzas?

"Crossing the Bar" What kind of death does Tennyson long for? Find out whether the circumstances of Tennyson's death were such as he might have desired? What is his hope regarding what will come after death? For what reasons has this been regarded as the most perfect of Tennyson's shorter poems? Why should the poet have requested his son to put it at the end of all editions of his poems, although it was not his last poem?

Can you make a tie-up between your life and Tennyson's in any way? Does his work as a whole show diversity of subject matter? Give proofs of his sensitiveness to the scientific social, and religious tendencies of his time? Does his best poetry show a blending of the human and the nature elements? Is the pleasure in reading Tennyson due chiefly to the thought or to the melody of expression? Write out the ideas that seem to be parts of Tennyson's message. What impressions of Tennyson's character are given by his poems?

Assignment: "My Last Duchess", "The Lost Leader" " My Star", "Home Thoughts from Abroad", by Browning.

Fourth Lesson:

Class discussion - by answering questions - on poems previously assigned: "My Lost Duchess" - Determine the elements in the dramatic situation, i.e., the speaker, the person addressed. What has brought them together? What does the speaker reveal in regard to the character of the duchess? Does he prize the picture of his wife as a work of art or as a memory of the duchess? What faults did he find in her? What did he wish her to be? What did he have done to her? Give your idea of the precise meaning of "I gave commands; Then all smiles stopped." What does the duke reveal in regard to his own character?

"The Lost Leader" - Describe the person who is speaking throughout this poem. What does he tell about the "lost leader" - his character and the act? What conception of heaven is given in the last of the poem?

"My Star":- What does the figure of the star signify? Why cannot his friends see the poet's star?

"Home Thoughts from Abroad:" - What aspects of nature in England are mentioned? What contrast with Italian scenery is suggested in the last line? How much of the mood of the poem seems to be due to love of native land and how much to love of nature? Point out well-chosen descriptive phrases. Assignment: - "Rabbi Ben Ezra", (Commit stanzas 6 and the last one; "Up at the Villa" (Evelyn Hope", and Tra Lippo Lippi" - extra credit)

General questions to be turned in.

Fifth Lesson:

General questions to be answered and turned in at beginning of the class: - Does Browning seem to have been more interested in tracing the development of character or in revealing it through action at some crucial moment? Are the types of character selected for portrayal usual or unusual? Are they distinctively individualized? What are some of the chief causes of difficulty in understanding Browning? What impressions of Browning's character do you have from his poetry? Enumerate his chief characteristics as a poet. Compare him with Tennyson, both as a poet and as a man.

Rabbi Ben Ezra:- Recite memory passages. Who is speaker? To whom does he speak? Why does the speaker claim that old age has the advantage over youth? What does he say are the pleasures and employments of old age? Is what is said about old age substantiated by life's experiences? What cares "agitate" youth? Why is it "better so"? What plea is made for the "value and significance of flesh"? By what is man and his works to be judged? This poem has been called Browning's "Psalm of Life", Why?

"Up at the Villa," etc:- Who is the speaker? Why is he compelled to live in the country? What details of the country life does he find tiresome? What features

of city life does he long for? Toward which, city or country life, does the poem incline you?

"Evelyn Hope":- Who is speaking? Is he speaking wholly to himself or to somebody else? Where is he? Describe Evelyn Hope from the references to her. What was the relation between the speaker and her? Why is the speaker resigned and confident? Give in a few words the chief thought of the poem.

Tra Lippo Lippi: What is the dramatic situation? What is revealed of Lippi's previous life, such as his career as a painter, his association with the monks, his ideals as an artist, etc? Study in detail, as a wonderful interpretation of art lines 175-325.

Assignment: Characteristics of essay; other essayists; Lamb: "Dream Children"; A dissertation upon Roast Pig".

### Fifteenth Week

#### Development of the Essay.

#### First Lesson:

Review the characteristics the essay and the influence of Bacon Addison, and Steele's essays. Lives of essayists wherever their lives explain their work. Class discussion of Lamb's "Dream Children" and "Dissertation upon Roast Pig." (Note book work on essay and essayists)

"Dream Children: A Reverie" : What are the chief characteristics of the children's great-grand-mother Field? Of their Uncle John L -- ? Of their mother? What real persons are thinly disguised in these portraits? What parts of the story are drawn from Lamb's memory and what parts from his imaginations? Is the tone of this essay different from that of others read? Do the circumstances under which it was written account for this fact? What aspects of Lamb's nature are revealed in this essay?

A Dissertation Upon Roast Pig: What is the alleged origin of the delicacy, roast pig? By what means does Lamb give the appearance of truthfulness to his burlesque account? What are some of the means by which he produces his humorous effects? What characteristics of the writer may be deduced from this essay?

Assignment: "Confessions of An English Opium Eater", DeQuincy; Written report on: "The Site of a University" (Chap. III), Newman.

Second Lesson:-

"The site of a University - Note the elaborate description of Athens at the first of the chapter. What point in regard to the fitting site for a university does Newman intend to show by means of it? What other institutions of learning are mentioned as having noble sites? How do the English colleges compare in this respect with others?

"Confessions of an English Opium Eater":- What does

DeQuincey say regarding the circumstances that led to his taking opium? Was he in your opinion justified in its use? To what extent did he become a victim of the habit? What does DeQuincey say regarding his early life and vagabondage? What impressions of his life does the account of his happiest year give? Describe his home and his pleasures. What references does the writer make to his personal appearance? With what fields of knowledge does he seem familiar?

Assignment: "Sartor Resartus: The Everlasting yea" Chapter IX; "Preliminary", Chap. I. "Reward", Chap. XII. Written report to be turned in: Resume': Heroes & Hero Worship: "The Hero as a Man of Letters".

Third Lesson:

The Everlasting Yea" - What stage of spiritual experience does the hero reach in this chapter? Consider carefully what Carlyle means to say here regarding happiness and the way to seek it?

"The Preliminary" Chap. I. - What does this chapter disclose in regard to the subject of the book? What does it pretend is the source and authorship of the clothes' philosophy?

"Reward" What does Carlyle mean by the saying "Work is Worship?" In what terms does he condemn idleness? Can one hope for complete reward for his work

in this world? Who, in Carlyle's opinion, is the truly brave man? What does Carlyle say about the close affinity between wisdom and insanity?

Take up papers on written report.

Assignment: "Cultura and Anarchy", by Arnold, text 281; "Stones of Venice" by Ruskin, Chap. IV, text page 350 - 356.

#### Fourth Lesson:

Class discussion on: "Stones of Venice" - Is the writer's purpose to give definite ideas and pictures or to arouse certain feelings and create a certain impression? What is the artistic value of the contrast between St. Mark's and a typical English cathedral? What details of St. Mark's are especially emphasized? Point out some of the things in Ruskin's style that are distinctively poetic, such as work-painting, bold figures, alliteration, rhythm, etc.

(b) What are your impressions of Ruskin's descriptive power? What are the leading qualities and chief elements of Ruskin's style?

"Culture and Anarchy":- What motive does Arnold assign to culture as a contradiction of the prevalent idea that its motive is curiosity? What is his idea of the relation of culture to religion? What does Arnold mean by "Machinery?" What does he think is the real value

of this "machinery"? What does he mean by "sweetness and light"? What does he think is the ideal of poetry? What relation is there between poetry and religion? What faults does he find with the English people in their attitude towards culture? Why, according to Arnold, has Oxford been the home of so many lost causes? How does he think culture works for equality? Assignment: Stevenson's "El Dorado, text, 332 - 5. Review of unit, written lesson.

#### Fifth Lesson:

Twenty minute quiz on entire unit. Use mimeographed copies.

"El Dorado": Explain the significance of the title. What is the central idea of this essay? In what way does the essay sum illustrated by the fact of Stevenson's life? Point out a passage that has a very notable rhythm. Assignment: Paper due Friday - "My Study of the Novel" or "My Study of a Novelist." Reports on the beginning of the English novel. The prose romance. More's Utopia (by teacher); prose allegory, "Pilgrims Progress.

#### Sixteenth Week

##### Development of the Novel.

#### First Lesson:

Students will read and discuss the reports on the beginning of the English novel. More's "Utopia" as prose

romance. The prose allegory - Pilgrim's Progress.

Assignment: Report on development of the modern novel. Hand in to teacher after class discussion; the work of the first novelist - Richardson and Fielding.

### Second Lesson:

Pupils will read and discuss the development of the modern novel, then hand papers to teacher to be corrected and returned later. Put corrected essay in note book. Discussion of Richardson's and Fielding's novels; tale of adventure or experience, Robinson Crusoe may be discussed if class has time.

Assignment: Written report on: "Scott as a Novelist".

B. Also "Jane Austen as a Novelist". Review of Goldsmith's Vicar of Wakefield.

### Third Lesson:

Pupils will read their reports on Scott, Jane Austen and Goldsmith as novelists according to the previous assignment. Try to secure moving picture for "Vanity Fair".

Assignment: Report on a novel from anyone of the following novelists: Dickens, George Eliot, Hardy, Meredith.

### Fourth Lesson:

Pupils will read their reports in the class and allow time for class discussion of each, then turn in

to the teacher so that each may be corrected, then re-written and put in note-book. Assignment: Oral reports on a 20th century novelist - Galsworthy, Bennett, Wells, Barrie. State Characteristics of the modern English Novel.

#### Fifth Lesson:

Pupil will report on the novelist selected by him. Class will be permitted to ask questions concerning the novel or the novelist. Collect themes on "My Study of a Novel" or "My Study of a Novelist."

Assignment: Explain how poetry has evolved, how ideals of heroism have been altered and enriched since days of Beowulf Kipling's "If" (Memorize your favorite stanza or stanzas," "Recessional"

### Sixteenth Week

#### Modern Trends in Literature.

#### First Lesson:

Pupils will explain how poetry has evolved, how ideals of heroism have been altered and enriched since the days of Beowulf. Use specific examples where convenient, Study Kipling's "Recessional". - What was the occasion of the poem? Does the poem preach the mere reliance upon force which has sometimes appeared to be the heart of Kipling's thought?

Assignment: Noyes:- "The Barrel Organ", questions

in Literature and Life, Bk IV; "Song from Drake", in text, 382. Bring in poems, written by present day writers, found in newspapers and magazines.

### Second Lesson:

Reading of poetry supplemented by socialized recitation on Noyes' "The Barrel Organ", "Song from Drake," and the poems brought in that have been clipped from newspapers and magazines. Make a scrap-book of present day poems. If possible, put the photo of each author in the scrap-book.

Assignment: Program using victrola records, and reading on "War". Ask pupils to bring victrola records of war songs.

### Third Lesson:

Program of war songs and war poetry. Use available victrola records. Have several pupils read "poems on war". "The World War" is the war to be considered.

Assignment: Program of Masfield's works. Use magazines to find late material.

### Fourth Lesson:

Recite Kipling's "If"

A student program of Masfield's works, poetry and prose will be given. Masfield is the present poet - laureate of England. Here, the pupil has an opportunity

to use magazines in finding works of Masfield.

Assignment: Yeats and Henley's poetry. (Memorize "Invictus". Look up other modern writers and bring in examples of the work of each.

### Fifth Lesson:

Socialized recitation of Yeats, Henley and other modern writers. Yeates' "The Lake Isle of Innisfree - Define the mood of this beautiful lyric. Analyze the effect of the rythm in helping to create this particular mood. Invictus - Contrast this poem with Browning's Rabbi Ben Exra. In what manner is death contemplated in the two poems? Does Henley suggest a frightened man in the dark whistling to keep up his courage? Assignment: Poetry of Wells, Conrad, Galsworthy, Shaw, Here another opportunity to use magazines may be utilized by pupils.

## Seventeenth Week.

### First Lesson:

Socialized recitation of the works of Wells, Conrad, Galesworthy, and Shaw. Pupils will present information gained by doing extra reading.

Assignment: Poems of Chesterton, Bennett, James Stephens and any other present day writers of prose or poetry.

### Second Lesson:

Socialized recitation. Pupils will discuss some

works of Wells, Conrad, Galsworthy, Bennett, Chesterton and Stephens. Memorize favorite passage from each writer. Assignment: Modern women writers and their works.

### Third Lesson:

Socialized recitation. Pupils will read and discuss the life and works of some modern women writers. Books in library and magazines may be used.

#### Assignment:

Negro writers of modern poetry. Magazines and books concerning Negro authors may be secured in the school library.

### Fourth Lesson:

Socialized recitation. Pupils will discuss the works of present day Negroes who write poetry. Associate the poems - when possible - with the life of the author. Read poems of particular interest in class for pleasure. Assignment: Negro writers of prose. Magazines and books of Negro authors may be secured in the school library.

Review of unit.

### Fifth Lesson:

Socialized recitation: Pupils will discuss the works of present day Negroes who write prose. Tell of particular prose writings read by you. Oral review of unit. Assignment: General review of quarters work.

## Eighteenth Week

### General Review

#### First Lesson:

General review of the "Eighteenth Century Literature. Let each pupil be prepared to ask at least 2 questions which he does not have clear in mind. Review works of Major writers. Assignment: Review "Early Nineteenth Century "literature. Pupils will prepare at least 2 questions each.

#### Second Lesson:

General review of the "Early Nineteenth Century" literature by having the class answer questions brought in and read in class by the pupils. Review works of major writers. Assignment: The Victorian Age. Pupils will prepare at least 2 questions on the Victorian Age. The class will discuss them.

#### Third Lesson:

General review of the "Victorian Age" by Asking questions that the pupils bring in. These may be supplemented by ~~the teacher~~. Discuss works and qualities of the major writers. Assignment: "Recent Literature" Recite memory passages. Contrast the modern trend of writing with the earlier trend.

#### Fourth Lesson:

General review of the "Modern trends in literature."

Pupils will recite their favorite passage from some modern writer. Relate the difference between the modern trend of writing literature and the earlier trends.

Assignment: Quarterly examination.

Fifth Lesson:

Pupils will be given the quarterly examination.

Use mimeographed copies so as to save time.

## Part II

## Teaching Written and Spoken English

## In The Eleventh Grade

Text

Written and Spoken English Book II

b y

Clippinger

Supplement

M. O. S. Book IV

b y

C. H. Ward

## I. Purpose:

The teacher of English should have some definite purpose or objectives by means of which she can facilitate her teaching technique. The purpose of this course is centered around the following: (1) by surveying minimum essentials of previous grades, to find individual weakness in mechanics of English and by constant drill, to master fundamentals; (2) to understand the value of conversation and the correct methods of conversing; (3) to increase accuracy in letter forms and effectiveness in letter content; (4) to learn to read newspapers with some degree of discrimination and to do ordinary types of journalistic writing; (5) to investigate vocations from both logical and individual standpoints; to do research work on a chosen vocation and to organize acquired material into a long theme.

## II. Scope:

This course in English is outlined in such a way as to enable one after having studied it to organize his thoughts, and to so communicate them effectively to others. Much of the composition work in this course deals with community interests and community English and thus teaches the pupil how to organize his thoughts about the business and pleasure of his life and that of his community.

The work is well planned and must be taught to the pupils according to their learning levels. It is broad enough to take care of the very smart student, but it may be narrowed down to meet the needs of the retarded

children. The teacher will use her own judgment as to what to give and what to leave out. In such a case, the quality of work would be the same, and the only essential difference would be in the quantity of work done. The bibliography contains many helpful suggestions of books, and standardized tests that may be used to further the course in English.

The work is so arranged that the "C" groups may do the same quality of work, but not the same quantity; still the group will be held to the minimum essentials which are: (1) ability to pass a test demonstrating mastery in the mechanics of English included as minimum essentials of previous composition courses; (2) ability to average a passing grade on the subject matter units included in the course; (3) ability to speak before the class with reasonable ease in (a) looking at the audience, (b) standing evenly on both feet, (c) enunciating clearly, (d) Using sentences not linked together or punctuated by colloquialisms, and (e) mastery of fundamentals of written expression: ability to write legibly with enough accuracy in spelling, punctuation, grammar and composition to make the meaning clear.

## III Procedure:

## Written and Spoken English

## First Week

First Lesson:

Grammar Review, Leaf 1, page, 45, M. O. S. Book Iv.

Take just five sentences. List all nouns in one column and all pronouns in another, Sentences: Some people are never satisfied with their half of the profit, but want practically all of it. (2) Whose apples do you think these are? (3) The explanation of that first mystery would also give a clue to the second one. (4) Both of them heard this and tried to save themselves from being crushed by its weight.

Conversation: Class discussion on "What makes a pleasant voice?", "the sarcastic person," "the prosy person", other kinds of person you don't want to be.

Assignment: Oral reports on conversations heard; test on 5 sentences in grammar for nouns and pronouns.

Second Lesson:

Grammar Review, Leaf 1, page 45-6, M. O. S. Book IV. List all nouns in one column and all pronouns in another: (1) At that thought he was conscious of a sinking feeling at the pit of his stomach and a distant sense of bitterness at this exhibition of the fickleness and frailty of the woman. (2) The roads must stand up, with

small cost, not only against heavy traffic, but also against the summer rainfall and tropical climatic conditions. (3) What did she say, and whom did she name? How many of us have a mark of A? (4) If that had been in its proper place, she never would have seen any of my rubbish. (5) The cloud - in a moment it seemed - swept up and covered the sky, and a sudden heavy plunge of rain fell on the land and the bay and the decks of boats.

### Conversation:

Oral reports on interesting conversations heard and the qualities that make them interesting. Return papers. Assignment: List from observation the common kinds, occasions and topics of conversation. Characteristics of good conversation as discussed in reference books designated by the teacher. Grammar review- written.

### Third Lesson:

Grammar review, Leaf 1, M. O. S. Bk. IV, page 46.

1. Which of yours do you think is as strong as mine?
- (2) The first impression of San Francisco, when I saw it in the early darkness from an Oakland ferryboat, was of a dramatic and strange beauty; it lay in a glittering band of light against a low cloud more purple than black; and above the city and the cloud the sky, clear and cool and pure, was so brightly green that the stars were indeterminate. (3) Some tried to draw comic strips; others merely wrote news items about those who were trying out

for teams. (4) The water of the bay was black and lustrous, with reflections like solidly inlaid colored materials, and the steep silhouettes of islands bore a rich illumination of signals on their unexpected peaks.

### Conversation:

Class discussion of the common kinds, occasions, and topics of conversation heard recently. What are the characteristics of good conversation? List in notebook. Return test papers; have sentences corrected, if necessary. Assignment: Conversation: Who is a bore? Who is rude? How may one ask questions courteously? How may one correct errors? How may a bashful person be drawn into the conversation?

### Fourth Lesson:

Grammar review test. (1) I think that the most remarkable characteristic of Abraham Lincoln was his ability to consider a question impartially, under all circumstances. (2) We wish to finish this conversation without having to argue any political questions. (3) I am inclined to think that opera singers do not devote themselves entirely to enjoying life. (4) I could see her lips move, then I knew it was time to be going. (5) The kidney is a bean-shaped organ; there are two of them, situated close to the backbone.

Conversation: Socialized recitation on the questions already given. Return papers.

Assignment: Plan a line of activity that will improve standards of conversation. Divide class into groups. Test on nouns and pronouns.

### Fifth Lesson:

Grammar test: (1) You should be sure that your composition is free from the most common faults in the uses of words. (2) A few of these are of high literary or scientific worth. (3) They tell of the progress of the world and relate interesting stories that make readers more sympathetic. (4) Although a student must not expect to create masterpieces, the first day, he should endeavor to construct simple forms of discourse that will be artistic. (5) This would ruin your peace of mind.

Conversation: Discussion of a line - or several lines of activity that will improve standards of conversation. Let chairman of each group make an oral report. Assignment: Grammar review, verbs; Leaf II, page 47, M. O. S. Bk. IV; 5 sentences. Individual discussions in conversational style. (a) Topics already familiar, (b) Topics which have been investigated, (c) unfinished leaf stories.

### Second Week.

#### Conversation Continued-

#### First Lesson:

Grammar review verbs. 1. Write in one column the verbs and in another column the subject of that verb as

found in the sentence: (1) I am monarch of all I survey. (2) Through the broken gateway poured the whole herd of goats. (3) Who has given me this salad - spoon? (4) There are seven doors opening from the hall. (5) Way out at the end of the pier, will be placed a tall flag-pole.

Conversation: Individual discussions in conversation and style. (a) Topics already familiar; topics which have been investigated; unfinished lead stories. Return papers. Have corrections made. Assignment: Written conversation: (a) Bring in sentences that would be tactful conversational leads into a familiar subject. (b) Conversation that a high school student would have with various types of people - an old person, a teacher, a child. Grammar test on verbs.

#### Second Lesson:

Grammar review - verbs. (1) Two of the children have been ill, but they are better now. (2) To be perfectly frank with you, at the bottom of the basket are some very small berries. (3) Over the placid lake beamed a full moon. (4) Is it raining very hard? (5) What could such a place offer to a girl like Ellen to offset the discomforts she would have to endure?

Conversation: Have pupils read and discuss the forms of conversational leads. Conversations high school pupils may engage. Assignment: Grammar review. Dramatized conversation - informal group discussions of cur-

rent topics - a football game, motion picture, essembly talk, show etc.

### Third Lesson:

Grammar review verbs, M. O. S. Bk. IV, page 47.

Pick out verbs; in front of each verb write its subject.

(1) Two of the children have been ill, but they are better now. (2) To be perfectly frank with you, at the botton of thebasket are some very small berries. (3) Over the placid lake beamed a full moon. (4) What could such a place offer to a girl like Helen to offset the discom- forts she would have to endure.(5) Is it raining very hard?

*3rd* Conversation: Students will enter upon in formal discussions of such current topics as: a football game, an assembly talk, a moving picture show, etc. Return papers; have errors corrected and papers turned in again

Assignment: Grammar review (verbs) M..O. S. Bk. IV. page 47-8. Conversation: Appoint groups to dramatize conver- sations written by groups or by individuals.

### Fourth Lesson:

Grammar review (verbs). Underline verbs in front of each verb write its subject. (1) Just inside the door stood a statue of Diana. (2) There has been an announce- ment of another increase in fares. (3) The ship, with all her passengers and crew has been lost. (4) "Be care- ful" said Mr. Shepley; "there are other dangers to think

of". (5) Roger Stannard, after his twenty miles of pushing through the brush in the full heat of the day, dived joyfully into the little pool.

Conversation: Groups that have already designated will dramatize conversations written by groups or by individuals. Return papers. Assignment: Reports on outside reading of a modern novel containing good conversation. (Stress conversation technique rather than the story). Grammar review (verbs) M. O. 5, Bk. IV P. 48.

#### Fifth Lesson:

Grammar review test (verbs) Pick out each verb; in front of each verb write the subject: (1) Neatness and carefulness were virtues that Chauncey never paid any attention to (2) The eyes of every person in the audience were riveted upon Mr. Jones. (3) From these chimneys pours the smoke of a million tons of coal every month. (4) In the corner of the picture was a police-dog, hastily sketched by the artist without any particular purpose. (5) Imagine my dear sir, the feelings of a sixteen-year-old girl in the midst of these wax models of microscopic animals. Conversation: Students will report on outside reading of a modern novel containing good conversation; technique in conversation rather than the story will be stressed. List kinds, occasions, and topics of conversation in the book read. Summarize conversations that develop character, begin the action mark the climax, furnish the conclusion. Assignment: Letter writing; gram-

mar review (adjectives) M. O. S. Bk IV. Page 49

### Third Week.

#### Letter Writing

##### First Lesson:

A written test on adjectives. Write out the adjectives and after each write the work which it modifies. Do not write the articles. (1) There was a large assortment of clocks in plain and luminous dials, of various sizes at many prices. (2) His new clothes gave him an air of refinement and the graceful ease of a faultless appearance. (3) The glittering jewel looked specially beautiful against the green background. (4) "It is not she who is crying," answered the manager regretfully; "it is Mary, the girl who was employed yesterday." (5) Jim was a pale, fat man, timid and fussy, who had no sympathy for the poor little wanderer.

Letter writing: Without previous notice, have students write in class a letter to a friend who has moved to another town. Keep corrected letters for future comparison. Have each pupils draw up a style of his own; Adopt one style and use it consistently. Return papers. Assignment: Report on books of letters; grammar review (adjectives) M. O. S. Bk. IV, page 49.

##### Second Lesson:

Grammar test (adjectives) Write out the adjectives,

and after each write the word it modifies; do not write the articles. (1) I am sorry to tell you that during the summer months we shall have to make our office force smaller. (2) No money would be sent to her for three months, and she could not live during that time on these few ten-dollar bills. (3) The real reason for not accepting such an idea is that it hardly seems practical. (4) The quickest way to gain more credit is to act as if you were confident. (5) The geese, instead of walking in their ordinary, dignified, single file, were swaying strangely from side to side of the path. Letter writing:

Class discussion on outside reading of book of letters. A program on interesting letters may be had. Return papers. Assignment: Look up the characteristics of a good social letter; grammar review (adjectives) M. O.S. Bk. IV page 50.

### Third Lesson:

Grammar review (adjectives) Write out each adjective and after each write the word it modifies. (1) The sooty chimneys showed out against the blue sky like un-gainly giants from another world. (2) He felt very warm and cozy; he had become forgetful of all those people who had to struggle with the pitiless storm. (3) The good luck came to me in a small, but busy and prosperous, Western city to which I had gone after several years of bitter experience in a stuffy Bostonian office.

(4) William cut the lawn in a slovenly fashion, leaving tufts of grass here and there and neglecting to use the shears around the beds and in the corners where the lawnmower would not reach. (5) He was more careful now than he had been in his previous visit.

Letter Writing: Socialized recitation - the characteristics of a good social letter. Consider: courtesy - interest in and consideration for the recipient; informality - light familiar tone and diction; humor - sympathetic smiling at weaknesses in human nature, etc. Expression of opinions, attitudes, ideals; tone of cheerfulness and optimism (in keeping with courtesy and good taste)

Return papers. Assignment: writing social letters; grammar review (prepositions) M. O. S. Bk IV, page 51.

(These prepositions form adjective phrases.)

#### Fourth Lesson:

Write out the prepositions which form adjective phrases. After each of these write its object, and in front of it write the work which the phrase modifies. Underline the preposition. (1) The steps before the door were made of a special kind of hard brick. (2) A ship in dry-dock is very different-looking from the graceful craft upon the waves. (3) The muffler about his neck had not been tucked securely on the ends. (4) The Man without a Country has probably been read by fifty millions of people. (5) Anyone with a willingness for work can

find a job to his liking.

Letter Writing: Pupils will write one of the following friendly letters: letter to a classmate who is ill; letter to a high school graduate who is attending college; letter to a former teacher; letter to a younger friend explaining why he should remain in school. Put corrected letters in notebook. Return papers. Assignment: writing special letters; grammar review (prepositions) M. O. S Bk. IV, page 51-2.

#### Fifth lesson:

Students will write one of the following letters: Note of thanks to an older friend for a gift; note of congratulation; note of condolence; of regret; of apology. Put corrected letters in notebook.

Grammar review (prepositions): Write out prepositions which form adjective phrases; after each of these prepositions write its object, and in front of it write the word which the phrase modifies. (1) Beyond the ruins, we caught a glimpse of a tower of red stone. (2) The hill beyond this one will be within sight in a few minutes. (3) The clock above the mantel had never ticked since the night of grandfather's death. (4) The view from the balcony on top is a scene of bewildering beauty. (5) A good rule for comfort throughout the spring is not to let your furnace go out till the middle of May. Return papers. Assignment: Grammar review (prepositions) M. O. S. Bk. IV. page 52. Letter writing - Other special letters.

## Fourth Week.

First Lesson:

Grammar review (Prepositions) Write out each preposition which forms an adjective phrase; after each preposition write its object, and in front of each preposition write the word it modifies. (1) All these ugly shops about the beach are closed during the winter. (2) An officer on half pay has to struggle against every desire for little indulgencies. (3) All the books by English authors are on the shelf beneath this one. (4) a peep into the nursery will give an idea of the children's life. (5) A morning among the trees, beneath their calm shade, will give you feelings of a more tranquil sort.

Letter writing: Pupils will write in class one of these letters: letter explaining popular American holidays or telling about heroes; popular American sports. describing a typical school day; describing the hobbies of high school students, etc. Return papers. Put corrected letters in note-book. Assignment: Grammar review (adverbs) M. O. S. Bk. IV. page 53. Letter writing: Look up characteristics of a good business letter - courtesy clearness, the "you" interest, originality of phrase, directions brevity, one purpose, good organization.

Second Lesson:

Grammar review test (adverbs) Write out and underline the adverbs; after each adverb put the work that

it modifies. (1) Indoors we were shivering, while outside the air was warm and balmy. (2) She was lonely and sorely needed comfort; still she kept cheerful. (3) A key turned slowly in the door up the hall; then he heard faintly the creaking of the bed, proving that the tired worker had lain down without closing the door. (4) I wish that I had not been so reckless; indeed I am sorry for causing you so much distress. (5) He reads aloud very well, it seems to me; surely you must think so too. Letter writing: Class discussion of the characteristics of a good business letter. Write a business letter to an athletic manager asking for a game. Return papers. Put corrected letter in note book. Assignment: Business letter; grammar review test (adverbs) M. O. S Bk. IV. page 53.

### Third Lesson:

Grammar review (adverbs) Directions same as above. (1) By looking closely I could see that the corner had been turned down. (2) I am somewhat better now, thank you. (3) We looked again more carefully; there was the ring in plain sight. (4) By the flickering little gas-jet she saw that his muffler was not clean. (5) He wants us to think that he can't play well; accordingly flatted some of the high notes.

Letter writing: Pupils will write a business letter soliciting advertisements for the school paper; letter of complaint about street car service during rush hours.

Put corrected letters in notebook. Return papers.

Assignment: Grammar test (adverbs) M. O. S. Bk. IV, page 53. Other business letters.

#### Fourth Lesson:

Grammar test. Directions as above. (1) How far south have you ever been? (2) The word good can never be an adverb; finally, if I repeat this to you sufficiently often, you may possibly learn it. (3) He can dance the old dances pretty well, but is rather awkward with the new ones. (4) Mark went to the nearest lunch-stand, drank three cups of strong coffee, and, to prove that he had the digestion of an ostrich, ate two slabs of pie. (5) Run along now; your father is coming in, and he wants the room to be quite still for a while.

Letter writing: Pupils will write one of the following letters: a letter of resignation from a school office; letter asking about transportation or hotel facilities; other letters.

Assignment: Grammar Review (Prepositions that form adverb phrases) M. O. S. Bk. IV. pp. 55; Letter of application.

And clippings Bk. II pp. 45-6

#### Fifth Lesson:

Grammar Test. Write and underline the prepositions which form adverb phrases. After each preposition write its object, and in front of it put the word which the phrase modifies. (1) We were looking for a shovel that

was fitted with a longer handle. (2) Between whiles, he glanced anxiously at the clock. (3) Before sundown you will hear the boom of the sunset gun on Mt. Pisgah. (4) Underneath the door came a draft from the cold kitchen. (5) I was thinking of that very thing before you spoke.

Letter writing: Each student will write in class a letter of application. Put corrected letter in notebook.

Return papers.

Assignment: Grammar test (prepositions) Ibid. p. 55-6.

Public Speaking: Oral reports on voice, enunciation, pronunciation etc.

### Fifth Week.

#### Public Speaking

##### First Lesson:

Grammar test: Directions same as above. (1) While we were suffering in the shade, they were at work in the broiling sun. (2) Upon second thought, I believe I will ask him to step in. (3) Across the narrow strait stood some flimsy summer cottages. (4) For a nickel, I would throw my essay into the fire and not try for the prize. (5) Among all his trinkets, though he searched through them for an hour, he could find no hook that would do.

Students will make oral reports on technique of speech: the voice, enunciation, pronunciation, pitch, inflection, emphasis, rate, phrasing, force, volume,

quality. Criticise students who have made speeches in the room or in the assembly.

Assignment: Test on prepositions which form adverb phrases. M. O. S. Bk IV p. 56. Public Speaking - dread of speaking in public; overcoming causes of dread. Pick out one in class to talk three minutes.

### Second Lesson:

Grammar review: Directions same as above (1) Till I am sure about a new supply of coal, I had better use gas. (2) Till sunset he paced back and forth on his gravel walk. (3) At last we have enough water. (4) At least you might have looked after her better. (5) At all events, there are no more cobwebs above the picture-molding.

Public speaking: Class discussion on dread of speaking in public. overcoming causes of dread, i. e, stage-fright, misconception of the speaker's task, poor preparation. Use specific examples by referring to some student who spoke in assemble.

Assignment: Grammar test ibid page 56; Functions of the parts of a speech

### Third Lesson:

Grammar test: Directions same as above. (1) Down the banister he slid, on the flat, polished surface where his father and grandfather had slid in the olden days before him. (2) Uncle Israel's fields are piled like

snowdrifts with fluffy cotton that will be sold at twenty cents a pound. (3) The dealer beamed jovially on him and assured him that the rickety chair would be a splendid gift to take home to Mary. (4) During the next week he was often seen with the boy among the fruit-stands and along the water-front. (5) At his own suggestion, he had donned overalls and gone into the basement for a kit of tools.

Public Speaking: Class discussion of the "Functions of the parts of a speech" - introductions; development or body, conclusion.

Functions of introduction: gaining attention, arousing interest, presenting main theme, transition to the development. (b) Functions of the development: emphasizing the main theme; Producing conviction, Establishing distinct salient points; holding listener's interest and sympathy. (c) Functions of the conclusion: Rounding out the speech, clinching the central idea; arousing enthusiasm and exhorting to action.

Assignment: Grammar review M. O. S. Bk. IV. P.57  
"Preparation for a Speech."

#### Fourth Lesson:

Grammar review: by using the following abbreviations mark each subject of a verb, each predicate nominative, each direct object of a verb and each indirect object: sub; p. n. obj. ind. obj. (1) There comes a message from the adjutant, reading thus: "No orders have been sent" (2) I sold her a hat and a rose-colored sweater. (3)

John worked his way up until he finally became the first assistant in the Recorder's office. (4) Miss Seeley had never been one who cared about the equality of women. (5) From the top of the pole was suspended a large bunch of daisies.

Public Speaking: Class discussion on "Preparation for a speech",- General preparation, specific preparation - investigation (making bibliography, reading and note taking, adjusting the notes.) and outing. Let class prepare for a particular speech.

Assignment: Grammar test. Ibid P. 57. Personality of the speaker. Discuss the personality of some student who has already been on program in the assembly.

#### Fifth Lesson:

Grammar test: directions same as above. (1) There will be other tramps here before long; give them food if they ask for work. (2) Every man in the huge stadium, when that foolish play was made, wished that the coach had kept still. (3) So dangerous had been the rotten bough that we cut it off. (4) The use of the regular calisthenics for a quarter of an hour became his daily duty. (5) The large stick worm in the nose by some savages seems to us a strange ornament.

Public Speaking: Class discussion on the "personality of the speaker." Consider the following: self-confidence -

basis of self-confidence; means of developing self-confidence; (2) sincerity: (3) charm-modesty, Geniality, tact, criticize the personality of some students who have already appeared on program in assembly. Return papers

Assignment: Grammar test. Ibid, page 58. The Speaker's attitude toward his subject.

### Sixth Week.

First lesson:

Grammar test: Direction same as above. (1) She appeared a very pleasant and genuine sort of woman. (2) Mr. Solomon believed that a rabbit's foot carried on his watch-chain would bring him luck. (3) Here stands a redwood tree older than the city of London. (4) a drink of ice-cold ginger-ale at that moment would have been a blessed thing. (5) On our steamer was a coffee merchant from Brazil.

Public speaking: Students will discuss the speaker's attitude toward his subject." Consider the speaker's familiarity with his subject; spirit of fairness; whether he has a marked degree of interest. Criticize the attitude of a speaker whom you've recently listened to. Return papers.

Assignment: Grammar test Ibid. page 58. The speaker's attitude toward his audience.

## Second Lesson:

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Grammar test. Directions same as above. (1) In the house next to ours lives a noted surgeon. (2) The way of reaching the kitchen by going upstairs and down again always remained a mystery to Rover. (3) If you don't like my plan, show me a better one. (4) Factoring was always considered by the class a peculiarly difficult subject. (5) Beneath the chiffonier was a rather thick layer of dust.

Public speaking: class discussion of the speaker's attitude toward his audience. Is he familiar with his subject? Has he a marked degree of interest? Have you ever listened to any one who did not, according to your idea, have the right attitude toward his audience? What, apparently, was the cause? Return papers.

Assignment: Grammar test Ibid. page 58. Conclusion and brief resume of entire discussion on public speaking.

## Third Lesson:

Grammar test. Directions same as above. (1) On a strip of moss overlying a slab of rock was a telltale footprint. (2) Mr. Singer was elected alderman by a very narrow margin. (3) Over the jagged peaks of the Sange de Cristo Range could be seen the glowing clouds of sunset. (4) By this time you must owe Mary quite a sum of money. (5) At the very foot of the row stood Johnnie.

Public speaking: Class discussion concluding the study of theory of public speaking. List in note books main points in conclusion. Things to remember (1) Speak at every opportunity - good practice. (2) Talk on relatively easy subjects at first - e.g. personal experiences, pictures, scenes, etc. (3) Do not try to follow all the advice of public speaking at once - work first for a clear purpose, definite points, fairness of attitude; then for unity, coherence, etc.; next for attractiveness in composition, and then for flexibility of response to the reactions of the audience. Have pupils write in class from notes a resume' of the discussion on "public speaking". Return paper.

Assignment: Grammar Test. (Verbals) M. O. S. Bk IV. p. 61. Conduct a meeting (Read Clippinger p. 148.

#### Fourth Lesson:

Grammar Test. (Verbals) Write the verbals. Explain the construction of each infinitive and gerund; after each participle write the word it modifies. (1) I think I shall refuse to do it. (2) It was undignified to shout so loudly. (3) Benkus stopped now and then to listen for two or three seconds and seemed to be very uneasy. (4) The liberty-lovers, being in much larger force had set up the pole without being opposed. (5) He flipped the word of folded paper in the air, hoping it might attract notice.

Public Speaking: Class will conduct a meeting according to parliamentary procedure. Return papers.

Assignment: Grammar review. Ibid. Page 61. Look up declamation and debate technique. (Read: Clippinger, page 157 - 161.) Debate: It is advisable for two students to study together.

#### Fifth Lesson:

Grammar test. Directions same as above (1) The village seemed almost glad to be rid of him. (2) Listen to the creaking of the wheels and the shouting of the plowmen in their effort to hurry up the oxen. (3) Did you see him dart around the corner, or were you too slow to notice? (4) Being the strongest man in the world is no proof that he can make people respect him. (5) Below the falls the river is like a slippery floor of marble, marked by veins of dirty white made out of scum.

PUBLIC SPEAKING: Socialized recitation: declamation and debate technique. Debate according to groups assigned, on the following: "It is advisable for two students to study together." Return papers. Assignment : Grammar test. Ibid. page 62. Study Burke's speech on "Conciliation" as an example of good speech organization. Copy representative parts in note book.

#### Seventh Week.

#### First Lesson:

Grammar review. Directions same as above. (1) Thinking he had failed to receive my telegram, I supposed there was nothing to do but wait.

(2) He began calling me "Bill", to indicate that we were becoming close friends. (3) To be sure, there has been some idling, but most of the girls have been taught to work very industriously. (4) Never having seen a light-house in a play, I was afraid to try to put one into my tragedy. (5) Just to think of it! People used to laugh at a drunken man as if he were something funny to see.

Public Speaking: Class will make a special study of Burke's "On Conciliation." (Give each pupil a mimeographed outline, if possible). Stress the form of the speech i.e. not the following: transition devices; topic sentences; use of oratory and emotional appeal; repetition of words, structure and ideas; choice of words. Return papers.

Assignment: Grammar review (Relative clauses) M. O. S. Bk. IV, page 63, Class debate: Lady Macbeth was responsible for Macbeth's downfall. (Read, Clippinger pp. 161-7.

### Second Lesson:

Grammar review. under line each relative clause. Draw two lines under the word it modifies. Write the relative pronouns, including those that are understood, and very briefly give the constructions. (1) Alice was soon to meet an officer for whom she had very little liking. (2) Those who had not tasted food for days, began to feel the pangs of hunger. (3) Now at last he

was engaged in some work that he liked immensely.

(4) The splendid mansion made a deep impression on this son of a Boston soap-maker, whose knowledge of high society was very small. (5) Jack told of the kind of house he hopes to own some day.

Public Speaking: Class debate: Lady Macbeth was responsible for Macbeth's downfall. Select judges from another section. Return papers. Assignment: Grammar review Ibid, page 64. Debate: Letter postage should be reduced to two cents.

Third Lesson: Grammar test: Directions same as above.

(1) Here and there a rock close to the surface is marked by a white wave that faces backward and seems to be rushing madly up stream. (2) There is one literary trait in which I am unable to name any writer who surpasses O. Henry. (3) Well, it was I who was teasing him. (4) Who can be fond of a man whose only knowledge of conversation is to repeat, "I'll say so"? (5) This is a passage which he has read aloud to me dozens of times.

Public Speaking: Class will listen to a debate given by a selected few in the class. Proposition: Letter postage should be reduced to two cents. Select judges from other sections. Assignment: Grammar Ibid. p. 64. Debate: A boy should learn a profession instead of a trade.

Assignment: Grammar review (adjective clauses M. O. S Bk. IV p. 65, Written theme giving a resume' of the discussions on speaking in public.

Fifth Lesson:

Grammar review: Underline each adjective clause; draw two lines under the word which the clause modifies. Study each clause carefully before making a decision. Most of the adjective clauses are formed by relative pronouns; write the construction of each relative pronoun, including those that are understood. (1) It was raining when I waked up in the stuffy room they had assigned me under the eaves. (2) There has been no comfort in our flat since the gentleman overhead began to take lessons on the trombone. (3) There are bound to be quarrels betwaen those who receive wages and those who pay wages. (4) The painting hung over a place in the wall where the plaster had been softened by a leaking pipe. (5) There was a twinkle in his eye which indicated how well he understood our little story.

Theme writing: Pupils will write in class a brief resume' of the discussions given on speaking in public. The teacher will take them up and correct them, then return each one to be corrected and placed in note book.

Assignment: Grammar review, Ibid. p. 65; Journalism. Principles of News Writing (b) The modern Newspaper, text page 11 - 18, Reporting for Beginners, Ch. I & II.

## Eighth Week

### A study in Journalism.

#### First Lesson:

Grammar review. Directions same as above. (1) I am inclosing in this letter a snap-shop I took of you the day before you left. (2) There has not been one cloudy hour since the day when you said goodbye in a soaking rain. (3) One woman, seated on the ground beside a great drum was furnishing the music for the four dancers swinging and circling about her. (4) The fireman that interested me most was a fellow who had lost his helmet and wasn't allowed to go up to the windows where the smoke was pouring out. (5) Those seconds while the starter is saying, "ON your mark!" "Get set!" are nerve-racking for some sprinters.

Journalism: Class will have a socialized recitation on "Principles of Newswriting. "The Modern Newspaper." Consider the "potential reporter", "the requisites of a reporter", "the newspaper as a business", editorial department, etc."

Assignment: Grammar review Ibid. p. 66;

Journalism: The course of an item of News.

#### Second Lesson:

Grammar review. Directions same as above. (1) The weeks since Mary left us have seemed longer than the

years did when she lived with us. (2) The applause after the first act was over-come as a most cheering reassurance to us nervous amateurs. (3) Mr. Richardson told us a story of a time in his childhood when corn was used for fuel and eggs sold for five cents a dozen. (4) Through her long illness, during which she had been perfectly patient and resigned, there was never a day when she did not expect that she would recover. (5) Even Janet the girl David was engaged to, could not help him to become acquainted with the people in town whom he most wanted to know.

Journalism: Socialized recitation: "The course of an item of news." Arrange a visit to a printing plant, if possible.

Assignment: Grammar review (noun clauses) Ibid. p. 67; Journalism - "News: What is it?" text page 11; other references.

### Third Lesson:

Grammar review: underline each noun clause. In the space below the sentence, briefly explain the construction of each noun clause. (1) Tell your mother I am here. (2) King Arthur asked them where the red-sleeved knight was. (3) You have probably wished that you lived long ago instead of in the humdrum present. (4) I assured him he would accomplish more than ever

was done in Texas by John. (5) Our interpreter told them what sort of people we were.

**Journalism:** Class discussion of News: What it is; its values; the reader's interest etc. Use newspapers to determine what may be news.

Assignment; Grammar review, Ibid. page 67 .

Journalism - Where Do News come from?

#### Fourth Lesson:

Grammar review. Directions same as above (1) When I am asked if I like oatmeal, I have a feeling that I am not a true Scotchman. (2) The housewife explained why the cakes were burned and how the unpleasant taste could be removed. (3) Then I recalled that he used to be a member of this brotherhood, and wondered whether I had offended him. (4) Please try to find out for me when is the best time to cut and roll the turf. (5) She carefully explained to me whose violin she was using and how she happened to have it.

**Journalism:** Class discussion: "Where do news come from?" consider- reporters, city news bureaus, press associations, syndicates, other sources. (b) Where do you get the news for your school paper? List sources of news in note-books.

Assignment: Grammar review. Ibid. p. 68; Journalism; Structure of the News Story - text page 19 - 22; other sources. Bring in news stories for class analysis

Fifth Lesson:

Grammar review: Directions same as above. (1)

It surprised me to see the small openings through which so much water poured during the storm. (2) We were astonished to see how the tides were at a place so far south of Tundy. (3) History tells us what deeds men performed; literature tells us why they performed the deeds. (4) Before 1800 it was generally believed that the earth was immovable and that the sun went around it. (5) It seems they were never told that I was in town.

Journalism: Socialized recitation: "Structure of the News Story". Consider - the pyramid form, reasons for this form; the lead; qualities of a good lead; the body. Analyse news stories brought in. Assignment: Grammar review (adverb clauses) M. O. S. Bk Iv. p. 69; Journalism: Playing of the Feature Story. Bring in a feature story.

## Ninth Week

First Lesson:

Grammar review. Underline each adverb clause. Draw two lines under the word it modifies. (1) She had almost drowned before I went to the rescue. (2) You may go now if you care to. (3) The music ceased when the waiters came in with the first course. (4) When the newly-elected officers came in, the band struck up "Hail, Hail! the gangs all Here". (5) Before you take any further steps in such a delicate business, let me offer you a word of advice.

Journalism: Socialized recitation: "Playing up the Feature Story." Analyze a feature story brought in by a pupil. Put a feature story in your notebook. Consider - the 5 W's and the H; picking the feature; rhetorical devices; etc. Assignment: Grammar review. Ibid, page 69. Journalism." Making Story attractive. Note the different kinds of leads. Try to find examples of each lead.

Second Lesson:

Grammar review; Directions same as above. (1) If you wish, I will go to see her. (2) There is another favorite Broadway player who is reputed to be making a million dollars a year, although he emphatically denies this. (3) Since the negative had been kept loose in a drawer among other trinkets, you can guess that it was not in perfect condition. (4) She had been here too, perhaps, and had watched, as I did, the silhouette of the palms against the eastern dawn. (5) Now, as we came up even with him, he saluted gravely, and I saw why he had hesitated after I signaled.

Journalism: Class will discuss ways of making a story attractive. Note the different kinds of leads; how may they be used to make a story attractive? Present examples of the leads as you have found them. Put these clippings in note book.

Assignment: Grammar review, igid. p. 69; Journalism: Newspaper English.

Summarize how to make a story attractive; turn in tomorrow. Individual book report on Authority in the News: Libel (see Reporting for Beginners Ch. X - MacDougall.

### Third Lesson:

Grammar review. Directions same as above. (1)

While I was idly turning the leaves, I wondered where she had bought the book. (2) Those who volunteer for the work will find themselves in the best of company, because training scouts is the sort of job that attracts high-class people. (3) Unless I am very much mistaken, this table has been reserved for a longer time than you suppose. (4) Don't move, no matter what happens. (5) Whatever you do, try to keep calm.

Journalism: Collect summaries. Class will discuss "Newspaper English", giving consideration to the sentence, the paragraph; superfluous words, clauses; conciseness, editorial opinion, passive and active voice; "Fine" writing; correct usage. Students will take notes in the book report given by a student on: "Authority in the News: Libel. Put information in note-book.

Assignment: Grammar Review, Ibid. p. 69;

Journalism - "Identification in the News: The Follow-up", a book report to be given by one student; "Rewriting the News: News Leads" for class discussion.

### Fourth Lesson:

Grammar review: Directions already stated elsewhere.

(1) She acts just as if she owned the place. (2)

Turn your head a little more to the right, so that there will not be so deep a shadow in the picture. (3) Where there's life, there's hope. (4) I'm not so young as I once was. (5) You never miss the water till the well runs dry.

Journalism: Return summaries to be corrected and put in notebook. Students will take notes on book report. Class discussion on "Rewriting the News: News Leads." Assignment: Grammar review, Ibid, page 70. Journalism: Reporting and writing special kinds of news (1) Brevities and personals, (2) Society. Assign groups to work out a project on news writing and reporting to be presented in the assembly. Book report on "Sports"

Fifth Lesson:

Grammar review. Directions already stated. (1) I don't know when it began to dawn on men that there was something peculiar about Dan Roberts. (2) Until I know whether we are allowed to park here at this hour, I am afraid to leave the car. (3) Wherever a drop of acid touches your apron, some of the threads are eaten in two, and before many days a hole will appear. (4) So strong was this impression of a swaying motion in the jungle that I felt almost dizzy as I watched it. (5) As none of us could see the point of the joke, we decided to ask Bill when he came home.

Journalism: Socialized recitation on Reporting and writing special kinds of news. Consider "brevities

and personals" and "society news." Students will take notes on book review. Put notes in notebook.

Assignment: Summarize discussion of interesting information gained from work on the unit as a whole. A study of Vocations - Oral discussions on kinds of vocations; when and how to choose one; vocations locally available. Grammatical decency, M. O. S. Bk. IV page 73.

### Tenth Week

#### A Study of Vacations

##### First Lesson:

Grammatical decency: Write very brief descriptions of what is wrong grammatically with each sentence. (1) After the chairman had spoke for several minutes, we took a vote on whom should represent us at the convention. (2) All the very poor people which had requested help were now led into the auditorium, where they listened to the conceited address of a rich man who they didn't feel much respect for. (3) The pieces of paper lay all over the field that had been tore up by the students, which was a curious way to celebrate such a narrow victory. (4) Do you mean to say you saw me rubbering through that window? Why didn't you let me know you were there? (5) My father trained me to pitch horse shoes by placing a dozen eggs in a circle two feet from the peg; whenever I broke an egg, I got a beating.

Vocations: the class will make oral reports on information gained through reference readings on vocations. Consider meaning of vocations; kinds of vocations; when and how to choose a vocation; vocations locally available. List all vocations that are over crowded; list others that are not; are there any new fields? Assignment: Grammar review Ibid. p. 73. Vocation - Individual, aptitude for a vocation. (Use references in school library).

### Second Lesson:

Grammar review. Directions already stated above.

(1) In one of the caskets a picture of Portia was laying; she was to become the bride of whomever chose that casket. (2) A news-boy sung out to Mary and I that we had chosen the wrong paper. (3) John argued in favor of a subsidy by which all the laborers in the ship-building yards would be benefited by. (4) The letter I had wrote to him had laid right there all those weeks, which was one of the worst disappointments that has ever come into my life. (5) He may be stronger than me, but in that fearful undertow - he would have been drowned surely.

Vocation: Class duscussion on "individual aptitude for a vocation." Consider inheritance, education, talent, health and physique, moral qualities, social efficiency. Pupils will take notes on class discussion.

Assignment: If possible, secure a speaker to talk to the entire class on vocations and how to choose them.

Adoption of form for writing term themes. Grammar review.

M. O. S. Bk IV. P. 74

Third Lesson:

Grammar review. Directions stated above. (1)

At Houston we were woken up by a fearful bump when the diner was added to the train. (2) After the pilot had flew around the tower a few times, he asked Nell and I if we wanted to go higher. (3) Jessie, when I saw her an hour later, seemed altogether happy, which she hadn't before the letter came. (4) Oh, well, if I had have been as ignorant as him, I dare say I should have talked in just the same foolish way. (5) After eating such a big lunch in the cool shade, we were glad to lay on the warm rocks in the sun and have a good snooze.

Vocation:- If speaker has been secured, arrange to have him lecture to the classes. The teacher will explain the form to be used in writing the term themes on vocation. Consider outline by stressing uniformity in method of numbering; method of indenting; in structure of phrases, clauses, sentences; have at least one sub-head to correspond to every paragraph in the theme.

Assignment: Grammar review (errors) M. O. S. Bk. IV. p. 75. Vocation - Begin writing themes. Write in pencil first. Make a bibliography of references used. The teacher will supervise each students work in each stage.

Fourth Lesson:

Grammar review. Write brief statements to describe the grammatical errors. Underline the words you refer to. (1) A penitentiary don't electrocute a man at a certin hour every day; they don't have any set time or custom about their executions. (2) Right here let me state, as emphatic as possible, that the account published in the Sunrise was one of those kind of attacks that are a disgrace to journalism. (3) Lucy married when she was 16; but then my grandmother married when she was so young as that, and nobody thought anything about it. (4) That is allright; I am not so easily shocked; and besides, I want to help you out. (5) Everybody was on their toes except myself, which was curious, considering how much was at stake for me.

Vocation:- Students will begin writing the first draft of their themes on vocation. Let each student go at his own rate of progress. Assignment: Grammar review Ibid. P. 75, continued work on term themes.

Fifth Lesson:

Grammar review- Diredtions stated above. (1) Next I had to buy two spare tires and a tail-light and a mat for the running-board, and several other things; it cost me \$162 altogether. (2) If each person in this town would actually give a tenth of their income to charity, you wouldn't hardly be able to find any suffering here.

(3) You can't tell till you've smashed 'em up - really ground 'em up into fine powder. (4) The reason for all such rules and regulations are not hard to see; without them the traffic would be very illy managed. (5) The Colonel gave his magnificent black - breasted fighting-cock to Nora and myself, but neither of us were very much pleased with the fight.

Vocation - Class will continue to work on term themes. (Allow 2 more weeks on term themes) Grammar reviews will be given each day.

#### Eleventh Week.

#### First Lesson:

Grammar review (grammatical errors) M. O. S. Bk. Iv, p. 76. Directions stated above. (1) Around their necks these sailors wore big wreaths of something that in the dim photograph, you couldn't exactly make out what it was. (2) Either gold or silver are necessary for treasury of a country if the currency is to be stable. (3) There are a good many other dangers also, but which I will not take time to describe, because anyone can read about it for themselves. (4) The people along this street which had iron fences in front of the houses were the ones whom we thought would be most likely to contribute. (5) The din of all the trolley-groups and elevated whistles and automobile horns were perfectly deafening.

Vocation - continue theme writing on vocation.

### Second Lesson:

Grammatical errors. Underline each grammatical error. Write the correct form. (M. O. S. Bk. Iv. P. 78)

- (1) These roses, with the heavy dew still clinging to them, smelt very sweetly. (2) Coming out suddenly on a hilltop in that way, after riding so long under thick trees, the view seemed specially beautiful. (3) Broad-casted is a verb-form that still sounds wrong to many older people and also some teachers call it bad English. (4) We should all have liked to have seen him work more. (5) After I waited for him nearly an hour beyond the appointed time, I began to feel very peevishly.

Vocation - Continue theme writing.

### Third Lesson:

Grammar review, Igid. P. 78. Directions already stated. (1) John felt perfectly sure that even if his niece did not know what was wrong, that she would never tell anybody. (2) Neither would I like to have seen him starved nor receive a sound thrashing. (3) There was another side-show which it would have been pleasant to have seen, and also it would really have taught us something. (4) By the time I got home for supper, not only was the honey all eaten, but they finished the biscuits, too. (5) Replying to your letter of yesterday, the young man we recommended has never, so far as we know, belonged to any secret society.

Vocation: Term themes continued:

Fourth Lesson:

Grammar review (Comma Blunder) M. O. S. Bk. IV  
p. 79. Some of the sentences are wrong because the comma is used to separate independent clauses or groups of words used like independent clauses. In front of each sentence write "correct" or "wrong" and give briefly the reason for your judgement. (1) We never thought of the mouse coming through the knot-hole, it seemed so small. (2) First we heard a soft thump, then there were a couple of squeaks. (3) There was a soft thump; then pretty soon we heard an outburst of excited voices. (4) It isn't very cold, still I suppose it's safe to take overcoats. (5) Many agents earn as high as twenty or twenty-five dollars a day, some earn as much as forty.

Vocation: Continue writing term themes.

Fifth Lesson:

Grammar review (comma blunder) M. O. S. Bk. IV.  
p. 79-80. Directions given above. (1) The faucets were all examined and repaired only a week ago, they can't be out of order now. (2) Mr. Hackett was very much preplexed, not knowing whether she was making fun of him or trying to encourage him. (3) Guy was now sure he had found the right road, he recognized the zinc mail-box under the oak. (4) Priscilla laid down the gold-headed cane and took it up and laid it down again, finally she decided to buy it. (5) The bag of walnuts was not much

of a present after all, many of them being moldy.

Vocation - Continue term themes on vocation.

### Twelfth Week

#### First Lesson:

Grammar review (Comma blunder) M. O. S. Book IV. P 80. (1) For forty-eight hours he lay in the college hospital, his life hanging in the balance. (2) At first it seemed strange to us that our popular motion pictures should be at the Mexican Theaters, however, we soon got used to them. (3) We had two of these cups originally, one was broken by a careless main. (4) One of the horse's front feet was white, the other three feet were all dark-colored. (5) He didn't mean to be boorish when he entered without knocking, of course we understood that.

Vocation:- All students should be ready to copy themes in ink. Copy outline and then begin copying theme.

#### Second Lesson:

Grammar review (Punctuation) M. O. S. Bk. IVp.89. Punctuate the following sentences. State the rule used. (1) I tell you it will never go in it's too long. (2) At first he felt insulted then he realized how comical the situation was. (3) We must do everything in our power and trust the Lord for the result. (4) A match was struck its pale light showed a girl standing in the door of the cabin and a bent figure of a white-haired man

tottering away from the mantel. (5) Within two months he had become somewhat of a social lion he was initiated into the exclusive society of "The Eagles".

Vocation: Continue copying term themes in ink.

### Third Lesson:

Grammar review (Punctuation) M. O. S. Bk. IV P. 89.

Use the correct punctuation marks in these sentences.

State the rules used. (1) Where is the extinguisher why did you take it away. (2) He asked me if I had ever been on Pennsylvania Avenue. (3) She's calling us don't you hear her. (4) Wont he be irritated he may not understand. (5) Haven't you ever been south of the Neches River

Vocation - Complete term themes. Put into booklet form; turn in.

### Fourth Lesson:

Grammar review. General review of work covered in grammar test to date. Use mimeographed copies or one of the standard test.

### Fifth Lesson:

General quiz over work covered. Begin with the work given in the 10th week.

## Thirteenth Week

Structure of Drama.

### First Lesson:

Grammar Review. Begin to give reviews on weak points

of the students according to their scores made. Deal with general weaknesses first.

Drama: Oral reports on the structure of drama. Several references are in the school library. Note taking.

#### Second Lesson:

Grammar review as above. use M. O. S. Bk. IV or other exercise books.

Drama: Oral reports on the characteristics of drama. Summarize the discussion on drama - both today and yesterday's work.

#### Third Lesson:

Grammar review (sentence recognition) Use Barret-Ryan Test. Mimeograph the groups of expressions to be studied.

Drama - Students will write in class a theme on the structure of drama as it has been discussed in class. Take up themes.

Assignment: Read a one-act play and be prepared to report on same at your next recitation.

#### Fourth Lesson:

Grammar review (sentence recognition) Use material in M. O. S. Bk. IV page 175.

Drama:- Oral reports on one-act plays read. Those not reported orally because of time will be reported on

in writing. In all reports emphasize structure not content.

### Fifth Lesson:

Grammar review (sentence recognition. M. O. S. Bk. IV. p. 176.

Drama-Analyze the structure of Macbeth. Put information in note books. Other one-act plays may be analyzed also.

### Fourteenth Week.

#### First Lesson:

Grammar review (use of pronouns) Clippinger, Written and Spoken English, Bk IV. P. 243. Open books and correct the first five sentences.

Drama: Students will arrange in class suitable stories to be dramatized at a later date. Divide class into four groups. Group one to-morrow.

#### Second Lesson:

Grammar review (use of pronouns) Ibid. Take five sentences beginning with the sixth. Correct the error in each.

Drama: Group one will dramatize the story which it arranged. It may be original. Other students will criticise the dramatization afterwards.

#### Third Lesson:

Grammar review (Use of pronouns) Ibid. Page 244.

Students will correct the errors in the use of pronouns given in the sentences on page 244. Begin with the eleventh. Take five in all.

Drama - Group two will dramatize its story or play.

#### Fourth Lesson:

Grammar review: Case form of pronouns. Sentences for review may be taken from any good text. Woolley's Handbook of composition is suggested. Determine the case form in five sentences.

Drama : Dramatization by group three. Class criticisms afterward.

#### Fifth lesson:

Grammar review. Case form of pronouns. Use any good text or part of a standard test as Barrett-Ryan Test: Form I or Clapp - English Test Form A.

Drama: Group four will dramatize its play or story. Class criticisms as to method of presentation, characters, etc.

#### Fifteenth Week.

Structure of poetry.

#### First Lesson:

Grammar review (choice of verbs.) Use Ward's sentence and Theme. Mimeograph copies containing five sentences having to do with the choice of verbs.

Structure of poetry:- Discuss first the rhythm in every day life in nature, in groups of people etc. Show pictures of sculpture etc., illustrating rhythm. Listen for rhythm in children's play, a prayer, a mother crooning. Be sure the student understands the meaning of rhythm. Read text, page 170-1.

#### Second Lesson:

Grammar review (choice of verbs) Directions same as above.

Structure of poetry - The four common kinds of rhythms. Socialized recitation. Look in your literatures, magazines etc to find examples of the four common kinds of rhythm. Write original examples of these 4 kinds of rhythm. See "Lands of Dee." Text P. 52.

#### Third Lesson:

Grammar review same as above.

Structure of poetry - Bring in verses of various lengths for class discussion. What is alliteration? Free Verse? A Stanza? A sonnet? Find examples of each.

#### Fourth Lesson:

Grammar review: choice of verbs. Directions same as above.

Structure of poetry: Figures of speech and rime patterns in stanzas and poems. What are the most commonly used figures of speech? (See text, p. 178 - 182.)

Classify the figures of speech in the last stanza of the poem "Lincoln the Man of the people." (See chap. 2, sec. 4, p. 55 in text).

#### Fifth Lesson:

Grammar review: Same as above.

Structure of poetry - Study in class, the poem "The Antiquity of Freedom", which is printed in the text, p. 53, sec. 2, of chapter 2. In what rhyme and meter is the poem written? Where does the caesural pause occur in each verse? Write the scansion of the first five verses.

### Sixteenth Week

#### First Lesson:

Grammar review (Capitalization) Take the first five sentences in the text, p. 189. Put capitals where needed.

Structure of poetry - Write a short poem upon a subject of your own choosing.

#### Second Lesson:

Grammar review Ibid. take sentences 6 - 10 inc.

Structure of poetry: Write an original poem using personification. Which one did you use? Put poems in note book.

Third Lesson: Grammar review, Ibid. Take sentences 11-15 inclusive. Use the text.

Structure of poetry: Write a short original poem

using metaphors and similes. Put in note book.

#### Fourth Lesson:

Grammar review: Capitalization. Use Ward's Sentence & Theme. Write five sentences dealing with correct capitalization on blackboard for students to copy and correct, then turn in.

Structure of poetry - Write an original poet pertaining to the season of the year. Put in note-book.

#### Fifth Lesson:

Grammar review: Capitalization. Ibid. as above. Give students 5 sentences only. Structure of Poetry. Write a brief summary of the structure of poetry as given in class. (Teacher will ask for a duplicate of the best original poems. Put in to one booklet for reference.

### Seventeenth Week.

#### Structure of a Short Story

##### First Lesson:

Allow first 15 minutes for pupils to ask questions on any phase of grammar not clear to them. The teacher will explain them or a student may do so.

Structure of short story: Review elements of a short story. Bring in newspaper clippings suggesting plots, ideas, phrases, etc. Note observations of all

sorts - color, sound, taste, movement, human expressions, mannerisms, etc. Put clippings in note books.

### Second Lesson:

Grammar review, same as above.

Structure of short story: Study the plot structure.

(Teacher will also give notes on the Plot structure)

Tell anecdotes and incidents which have no plots. Compare anecdote with a tale and the tale with the short story.

### Third Lesson:

Grammar review, same as above.

Structure of short story: Analyze familiar stories as to essentials of plot structure, introduction, inciting moment, rising action, obstacle, denouement. Put analysis in note book.

### Fourth Lesson:

Structure of short story: Bring to class and read and discuss from familiar stories; two beginning sentences; two sentences of setting; two sentences that carry forward the action; two sentences that explain the characters.

### Fifth Lesson:

Other notes on the structure of the short story will be given by the teacher.

Short Story: Bring in a modern short story and be

prepared to discuss its merits - both good and bad, if any.

### Eighteenth Week

#### Structure of the Short Story.

##### First Lesson:

Write an original short story. Create an important incident. Compose effective beginning sentences, sentences of setting or description. (If originality is impossible, the students may use the plot ideas suggested in text or elsewhere.)

##### Second Lesson:

Students will read their short stories, then the class will criticise each as to the merits of the story. Put in note books. The teacher will ask for a duplicate of the best short stories.

##### Third Lesson:

Students will be divided into groups and each group will compose a dialogue between two characters.

##### Fourth Lesson:

Let other groups or the same group dramatize the dialogue as written. Note the action. Were the characters well selected?

##### Fifth Lesson:

Write a theme on "My Study of the Short Story" or "Why I like the Short Story". Turn in at end of period.

### Nineteenth Week.

The first four days in this week will be given over to general reviews and completion of work which may have to be done over. A final check up on note books will be had. Friday a test on the entire course will be given.

Note: The various forms of the Barret-Ryan English Test or others will be given at intervals during the course. These serve as a means of finding the weaknesses of the individual student and of the class as a whole.

The purpose of these tests is to encourage the student to form his own judgment, independent of historical or critical. The result should be not only to improve the student's acquaintance with our older writers, but also to enable us to choose from among the best of our own day the best by appealing to our particular taste or mood can best minister to our pleasure in reading.

For the course adapts itself easily to projects and the contract plan. For various, more varied may be taught each way. A wide selection of valuable references is given. These may be brought to the classroom for supervised reference work or used in the library room. Pictures, maps, visual records, and magazines will be useful to help stimulate interest among the students.

-Conclusion-

The writer in compiling this course in English has centered her attention on the pupil realizing that there are individual differences in pupils. It is hoped that this method of presenting a course in English will create the love of reading <sup>and</sup> the habit of it, and the love of good speech in oral and written composition.

This course is virtually complete in itself, and the range of material is wide, although other material may be used if necessary. These selections have been selected with a double motive, - to let each author speak for himself, however briefly, and to encourage the student to form his own judgement, independent of historians or critics. The result should be not only to inspire us to seek a better acquaintance with our elder writers, but also to enable us to choose from among the many of our own day the few who by appealing to our particular taste or humor can best minister to our pleasure in reading.

Too, the course adapts itself easily to projects and the contract plan. For variety, some units may be taught each way. A wide selection of available references is given. These may be brought to the class-room for supervised reference work or used in the library room. Pictures, maps, victrola records, and magazines will be useful to help stimulate interest among the students.

Since there is no one best technique or method of teaching, this course may prove to be well adapted to the teaching of English in the eleventh grade after it has been thoroughly tested.

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