AN EVALUATION OF A SUPERVISOR'S USE OF THREE TECHNIQUES DESIGNED TO FACILITATE FURTHER IMPROVEMENT OF A GENERAL LANGUAGE PROGRAM

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Clarence William Wachner

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Adviser
Roland C Faunce
John D Sullivan
Arthur Turgeon 12/3/51
DATE

PREFACE

This study is a by-product of the efforts of a group of Detroit teachers and their supervisor to effect certain improvements in the area of general language instruction. A change in the organization of the curriculum of the elementary school had brought about a situation in which the majority of seventh and eighth grade homeroom teachers were called upon to teach a subject new to them and for which they had no previous training. In the Division of Instruction upon the retirement of the foreign language supervisor, a new supervisor had come to take office. The records of just how these groups of new teachers and the new supervisor came to know each other, how they set up their objectives for better general language instruction, and what was accomplished in the process make up the body of this study. From his studies in the College of Education the supervisor believed that there were certain supervisory techniques recommended by experts for use in such a situation as the one in which he found himself. He reviewed these recommendations and selected the three that seemed most practicable of application in a large city school system.

Real gratitude is extended to the Superintendent of Schools, Arthur Dondineau; the Deputy Assistant Superintendent, Herman J. Browe; Assistant Superintendent, Paul T. Rankin; the Supervising Director of the Division of Instruction, Manley E. Irwin; and the Divisional Director of Language Education, Archie L. Hegener, for their kind permission to organize this program of instructional improvement in the elementary schools. Appreciation is due the supervising principals of the eight elementary school

districts, who were most cooperative in helping the supervisor to contact their principals and teachers through bulletins and meetings.

This study is concerned with the activities of principals and teachers, both individuals and groups. While their interest in the improvement of general language instruction was not planned as a contribution to this study, their cooperation, enthusiasm, and devotion to the improvement of instruction in a subject matter area should be commended. If, in the course of the analysis of certain situations, it has been necessary to be critical, the intent has not been malicious. Criticisms are meant to be those of situations typical in a large city school system, and not of certain individuals or of only one school system in particular. The actions of the supervisor in many instances were not without fault.

For guidance and helpful criticism in the preparation of this dissertation, the writer is indebted to a committee of advisors: Dr. Charles Boye, chairman; Dr. George Borglum; Dr. Roland Faunce; Dr. John C. Sullivan; and Dr. Arthur Turgeon.

To his wife, Betty Jann Wachner, the writer is especially grateful for her understanding and encouragement in the seemingly trying period during which this investigation was being made.

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CHAPTER I

INTRODUCTION

This study will present an account over a four year period (September 1947-June 1951) of the selection and application of three different techniques or approaches used by a supervisor in an attempt to effect changes for the better (to a degree greater than at the beginning of the study) in curriculum content, methods of instruction, pupil reaction, and teacher morale. The conditions which determined the choice and use of the techniques will be explained; the principal theoretical justification for the choice and application of these methods will be described by surveying the pertinent literature. Samples of instructional materials developed in the process will be furnished in the appendix. Conclusions concerning the effectiveness of the techniques used and recommendations for the repetition or continuation of such a study under more ideal conditions will be offered in the concluding chapter.

Need for the Study

When the subject of general language was introduced into the Detroit School System in 1929, it was offered as a special subject by specially trained teachers. Ninety seventh and eighth grade elementary schools included general language in their curriculum. It was a full time job over a two year period for the elementary teacher, and a full year's course for the teacher in the intermediate school.[1] The subject was planned as an introductory and exploratory course for all the seventh and eighth grade

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[1]Lilly Lindquist, "General Language," The Modern Language Journal, XXIV (May, 1940), pp. 563-567.

pupils so that they, the teachers, and the parents could find out whether or not the student had any interest or ability in the study of foreign languages. Historical-cultural objectives were subsidiary to this, but very important as ultimate objectives. With the introduction of science in the elementary school and the introduction of general commercial work in the intermediate school the general language course was shortened to make room for the new subjects. It became a one semester course in the intermediate school, and was given only one hundred minutes a week in the homeroom of the elementary school. Most homeroom teachers were unfamiliar with the new subject and were reluctant to accept the new teaching assignment along with the other homeroom subjects.

An early study made by this investigator in 1947 from the class report, teacher program cards, questionnaires, and personal observation revealed that general language was taught in only fifty-six of the possible 110 elementary schools. Most schools offered it in the homeroom. A few schools still considered it a special subject. Several teachers and principals did not realize that it was still to be included in the homeroom program. Less than ten percent of the teachers had had a course in the methods of teaching general language. It has been the common practice to "promote" teachers from the early elementary grades to the later elementary homerooms with the highest graded homeroom going to the assistant principal. Many of these teachers and assistant principals were not prepared to teach later elementary homeroom subjects, and were unhappy in their teaching situations.

Many of the new teachers and principals had not been contacted by the general language supervisor, and had a limited concept of the scope of the

general language program. Lack of contact on the part of the supervisor was interpreted by the teachers and principals to mean disinterest on the part of the administration or unimportance of the subject, and was reflected in the ineffectiveness of the subject in their school. Many teachers thought that general language for the most part was a duplication of what they taught in English and literature. Text books and reference books were needed in several schools, and the administrative personnel had not been encouraged to order new copies or replacements.

This was the status of general language instruction in the fall of 1947. The supervisor, aware of the current situation, considered the more recent objectives of general language instruction:

> Understanding human relationships is the most important objective of present-day education. The success of the general language program depends on how well this objective is being realized in the classroom, the school, at home, and in the community. Teachers will ask themselves these questions when they plan the larger units and separate lessons in teaching general language. What are the needs of the boys and girls in the school community? What foreign elements or foreign backgrounds are represented? What prejudices or anti-national feelings prevail? How can hostile elements be reconciled into an understanding, cooperative, creative school-community project? What part can a better understanding of means of communication, reading, writing, and interpretation play in this worthy process? What classroom procedures, lessons, free reading, pupil organized activities and projects will be most effective in attaining this objective?[1]

In the light of such objectives as these and the status of general language in 1947 there was an obvious need for a study or evaluation of some kind. The succeeding chapters in this particular study describe the

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[1]Clarence Wachner, "Objectives of General Language Instruction," Language Education Department Bulletin, Division of Instruction, Detroit Public Schools (January, 1948), p. 1.

problem, the selection of the methods used to solve it, and the degree of success achieved.

Statement of the Problem

Assuming that the study of general language is a part of a well rounded language arts program, how can we extend it to more homerooms of the elementary school? How can the methods of instruction in general language be improved? How can greater benefits be provided to the pupils in general language classes? How can the teacher's morale be improved?

Specifically, what techniques should be used and in what manner should they be used to effect changes for the better in curriculum, in methods of instruction, in more noticeable benefits to pupils, and in teacher's morale? For the purposes of this study the above mentioned areas have been carefully limited and described. An open questionnaire sent to teachers and principals in 1947, conferences, and observations of supervisors and administrators were used as the sources of the definitions that follow.[1]

For the purposes of this study teachers' needs are those evidenced by requests for basic and supplementary materials, a desire for more time to cover the subject matter, calls for help in correlating work with other departments, expressed feelings of insecurity and lack of status with pupils, peers, and administrators.

Curriculum changes for the better are those evidenced by a language arts program built on the needs of the boys and girls including experiences

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[1]The questionnaires, the conferences, and observations will be described in more detail in Chapter IV.

in reading, writing, spelling, English, literature, and general language, well correlated with each other and with other subject matter fields as well as with the life experiences of the pupils themselves.

Improvements in the methods of instruction are those evidenced by lessons being built around problems of interest and importance to the pupils, evolving out of teacher-teacher-pupil planning, appropriate use of audio-visual aids, methods adapted to the needs of the group and the material to be presented, and a democratic and socialized atmosphere in the classroom.

Greater benefits to the pupils will be evidenced by the teacher's noticing increased participation on the part of all the pupils, friendly enthusiasm for the work, fewer disciplinary problems, greater carry-over into everyday life of classroom experiences. To a greater degree than before the pupils should evidence favorable attitudes toward this phase of the work in the homeroom, expressing preference for certain activities that are the result of action described in this study.

The improvement of professional morale will be evidenced by teachers' having the concept of the language arts homeroom program as a well integrated program of language activities and not a program broken up into separate subject matter phases. They will not feel unprepared to teach certain subjects, but they will have a feeling of security and confidence in their ability to meet the language arts needs of the boys and girls. They will be aware of a feeling of belonging, having made a worthy contribution as a member of a cooperative group.

Hypothesis to Be Tested

To bring about such changes as those described above was the objective of the supervisor in this particular study. In recorded literature on curriculum and instructional improvement there were descriptions of techniques, devices or methods that have been found to be successful in solving problems similar to those described in the Detroit general language program. The authoritarian approach of trying to bring about change through edict from a central office was one method, a method proven ineffective through years of experience, and also by the very fact that it was in part responsible for creating the problem. Another means of helping the teachers was to visit each one individually and to clear up as many difficulties as possible during a personal interview or conference. Workshops and late afternoon or evening classes in methods could be offered for in-service teachers who were unfamiliar with instructional procedures in a new subject matter area. Group meetings of an instructional nature built around the felt needs of small groups of teachers was another device.

A survey of the literature on the subject, in the light of the circumstances peculiar to the situation in the Detroit elementary schools, led the supervisor in this study to believe that the last three techniques described would help bring about the desired changes, if the groundwork was properly laid and each approach was made with the proper regard and consideration for all the individuals concerned. Preliminary to starting work on this project the supervisor formulated this hypothesis:

If the three techniques, the individual approach, a methods course, and the group approach or process, are used judiciously in a certain or characteristic way by a supervisor, then certain changes for the better

ought to take place in the curriculum; methods of instruction ought to improve; benefits to pupils ought to be more noticeable to teachers and pupils; and there ought to be an improvement in teacher morale, all of these changes noticeable to a degree greater than before. Any negative results accruing from the application of these techniques were to be noted and recorded as guides for future study and as possible pitfalls to be avoided in future work in this area.

Incident to the testing of this hypothesis, some data bearing on answers to the following questions were sought and examined:

1. What are the peculiar conditions under which this study may be made?

2. What are the possibilities of failure that should be avoided?

3. What are the possible approaches or techniques that would be most suitable under the circumstances?

4. What are the apparent limitations of the methods used?

Considerations Determining Methodology

The ultimate objective in this particular study, as in most studies of this kind, is the improvement of instruction as measured by the greater benefits to the boys and girls. A superficial inventory of the many factors involved in what makes for good instruction causes one to hesitate before calling any one thing the core of instruction. Is it the physical setting, the materials, the audio-visual aids, the administrative staff, the educational background of the teacher, the teaching load, the kind of supervision, the pupil-teacher-teacher-administrator relationships? Is it any one of these more than the others, or is it a kind of matrix composed

of several? The choice had to be made, but not until the supervisor knew under what conditions he could operate in the schools as a group and in each school separately, and what was the shortest possible length of time in which some improvement could appear.

Consideration had to be given to the fact that the homeroom program was not stereotyped throughout the city of Detroit. Some seventh and eighth grade programs were departmentalized in an effort to emulate the intermediate school. A few had worked out a system of rotating certain teachers according to the subject matter in which each had specialized, teachers exchanging rooms when specific units were being presented. The majority taught all the language arts subjects in the homeroom. Many principals and teachers preferred not to teach general language at all for various reasons. The spotty nature of any uniform conditions militated against control groups for this study. The more than one hundred schools involved were scattered so far and wide in the urban area that control was possible only under the most general conditions and that in a very indirect way, as through indirect contact in a committee or district group meeting, or perhaps through a bulletin sent from a central office to the school principal.

Various techniques were used to gather data used in this study. They include: observation, formal interview, informal interview, questionnaire, examination and analysis of products, and interpretations of the records of meetings. The data gathered were interpreted by the supervisor and committees of teachers voluntarily involved in curriculum revision and the preparation of teacher helps. Questions and requests on the questionnaires had to be constantly sifted so that routine matters of an administrative nature could be channeled through the proper office. Other

suggestions and complaints had to be interpreted in the light of the city-wide general language situation and then more carefully in the light of some peculiar situation that may have existed in some school community or in the mind of a particular individual. Enthusiastic replies had to be discounted as much as those that seemed unduly negative. With compensations made in a few extreme cases, the committees felt that the many returns from the widely scattered schools gave a realistic picture that could well serve as the foundation on which to build.

Data to Be Used

If it is assumed that principals can measure the success of classroom teaching by observing the overt behavior of the participants and if it is assumed that teachers are well enough oriented to evaluate their own success in the light of objectives in a specific area, then their comments on the overt behavior in classroom situations are of value in this study. The items of information listed are not necessarily listed in the order of their relative importance:

1. Observations made by principals were considered important in the light of the fact that the principal is considered responsible for the instructional program in the school. The observations of the teacher and the supervisor are used to supplement the above. In certain instances the observation may not be taken at its face value but rather as an index of the attitude toward the specific subject matter areas.

2. Reports on informal and formal interviews with teachers were used to reveal the insight into the quality and kind of preparation general language teachers had. The informal interview, while not always to

the point, often brought to light physical and emotional blocks to successful teaching.

3. The open questionnaire was used to survey the field for possible difficulties in any area, physical, or mental. Such a questionnaire was considered desirable as a "feeler" or a means of ascertaining the extent of inadequacy. Appropriate questionnaires were sent to principals, teachers, and pupils.

4. The closed questionnaire was considered advisable to follow up the open type in an effort to localize or to narrow the area of remedial activity to the items that were considered problems by the greatest number of participants. Teachers' program cards were included as a type of closed questionnaire.

5. Notes and summaries of group meetings were used to record and to measure the feelings of group members, the progress of group thinking to date, and the procedures recommended as an outgrowth of group thinking.

6. Instructional materials, the products of group activity, designed to fill a need expressed by many people new to the field, are also submitted first as material evidence of the need and secondly as an example of the productive power of group effort. Unfortunately these bulletins and manuals cannot always reveal the changes that took place in the minds of those who participated in the preparation. For such measurement one must once again use observation, interview, and questionnaire.

The subjective nature of much of the data used may seem to militate against its value for accurate measurement. But in view of the fact that one purpose of the study is to remove emotional blocks and to improve

attitudes toward a subject matter area, feelings toward or against must be considered as among the most valuable data.

Development of the Study

Chapter II will describe the characteristic setting of the study. This will be a rather summarized explanation of the Detroit Elementary School System, a partial history of the language arts program, and a more detailed analysis of the homeroom program in the seventh and eighth grades. This will include a description of the status and function of supervisors and the philosophy prevailing in the schools during the period of this study. In view of the fact that Detroit has been one of the pioneers in the general language movement, such a history should reflect the trends in this subject matter area throughout the nation.

Chapter III will describe the considerations that determine the choice of techniques to be used in this instructional program. The chapter will contain an overview of prevailing practices in the local field and conditions that militate against superimposing an idealized pattern of study on an unconfined, gargantuan problem. Personnel, temporal, and geographical difficulties combine to make for lack of control. Literature describing what others have done in the field in similar situations is referred to and quoted to furnish encouragement and justification for the hypothesis. From the descriptions in available literature on the several methods and techniques for curriculum improvement there will be selected those techniques that seem to be peculiarly applicable or practicable in the particular school system in which this study is being made. The degree of success or failure in their application to problems in the area of general language constitutes the theme of this discourse.

Chapter IV discusses the individual approach made by a supervisor to about one hundred general language teachers and seventy or more principals. The chapter will present an analysis and evaluation of the success of application of expertly recommended techniques for interviews and the individual approach in general. Actions described are those considered most effective in the light of mental hygiene, human relations, and educational psychology. The limitations of the individual approach as the only technique to be used with so many individuals and the impossibility of effective follow-up procedures will be enlarged upon. The need for and the peculiar value of the individual approach will be reaffirmed in the summary.

Chapter V will be devoted to a description of the use of a methods course as a technique for the improvement of instruction. In this particular situation the methods course had evolved from a peculiarly ideal relationship that exists between a college of education of a university and the public school system of a large city. The technique consists of a general language methods course offered by the university and taught by the language supervisor who operates in the school system. The possibilities for effective in-service teacher training will be explained, and comments will be made relative to the possible use and abuse of the peculiar privilege enjoyed by the supervisor concerned. The dangers of bringing pressure to bear on individuals to take the course will be weighed against the probabilities of teachers' voluntarily choosing to take such a course as being the solution to their problems or something that meets their needs.

Chapter VI draws upon the good advice and recommendations of pioneers in the field of the group process. The chapter will describe the effectiveness of the application of group approach techniques in meetings of general language teachers and principals. The description will show how these techniques actually were applied and how they may be applied successfully to groups of individuals working together regardless of the subject matter area in which they operate. Certain negative results as well as positive results are worth noting. Remarks will be pointed to the value of the tangible products of their cooperative endeavor and also to the implications or intangible benefits that accrued from their group activity. Time will be taken to analyze the group approach as a supportive device in giving teachers confidence in a subject matter area full of misunderstanding and uncertainty for them.

Chapter VII will give a picture of the present conditions that obtain in the area of general language instruction as contrasted with the more undesirable conditions that prevailed in 1947 at the beginning of this study. The effect of the supervisor's using the three techniques described in Chapters IV, V, and VI will be presented along with an exposition of the devices used for measurement. The chapter will attempt to summarize the conclusions and implications of the three preceding chapters for teachers, supervisors, administrators, colleges of education, and boards of education. What has been found to work successfully in a particular situation will be recommended for further use in other situations comparable in nature. Cautions will be given and pitfalls will be described in an effort to insure success in future activity of this type. The problems met in this project of in-service teacher education have many implications for

colleges of education and boards of education. Recommendations for anticipating difficulties by augmenting the teacher training program and by modifications in the administrative organization or curriculum pattern of a school system will be enlarged upon. The conclusions planned for this chapter will contain a clear statement as to the validity of the hypothesis stated in Chapter I.

CHAPTER II

SETTING OF THE STUDY

The Detroit Elementary School System

The schools of Detroit are organized on the 6-3-3 plan with the intermediate schools providing instruction for grades seven, eight, and nine. In 1947 the enrollment in these grades was so large that the intermediate schools were not able to house all the pupils. This made it necessary for 110 elementary schools to keep their students through the seventh and eighth grades, and to provide such instruction for these boys and girls as they would normally get in the intermediate school.

The several hundred elementary schools, including both the 1-6 and the 1-8 schools, are divided into eight districts, each under the supervision of a district or supervising principal. Each district contains about thirty schools. The 110 1-8 grade schools were sprinkled throughout these districts with the greatest concentrations in the northwest and northeast districts, those sections of the city experiencing the greatest residential expansion. Incidentally, more schools in these districts were being enlarged by the construction of new additions. This made the figure of 110 elementary schools a fluctuating figure with the possibility of the number becoming greater as the building program progressed and as the population increased.

Status of Supervisors

In each Detroit school the principal is immediately responsible for the supervision of instruction in his classroom. Should he need help in any subject matter area, he may call upon the respective supervisor from

the Division of Instruction to give advice and help. Should a principal be well satisfied with the work of a poor teacher, there is not much that a supervisor can do beyond giving his recommendations. Some control is exercised by the supervisor in the screening process of applicants for teaching jobs, but he is only one voter in a panel of several. He, with the principal and supervising principal, must pass on the quality of a probationary teacher's work. In other respects the principal exercises considerable choice over what is offered in the curriculum of his school. Beyond providing instruction in the basic fundamental subjects he may organize the other school offerings around those facilities that are available in his particular school, the training and ability of his teaching staff, and his interpretation of the needs of the community. Flexibility is desirable; integration is recommended. Hence, the position of the subject matter supervisor is peculiarly blessed or limited in that he exercises no administrative control over and above what he can accomplish through the effectiveness of his logic, the depth of his understanding, and the force of his personality.

In this large city school system containing eight thousand teachers and several hundred schools uniformity and centralized control facilitate administration. Regardless of the merits of such a system, most city schools are run on this basis, and authority goes through channels much in the military fashion. Under the superintendent there are several assistant superintendents in charge of various branches of the system; under these assistants there are divisional directors and subordinates accordingly. The organization in the department of supervision of instruction is peculiar in that it parallels the elementary, intermediate, and high

school divisions but exercises only advisory control over instruction. This means that a subordinate in the Division of Instruction must have the permission of all the superiors in the instructional departments concerned as well as of all the superiors in the elementary, intermediate, or high school administrative divisions, depending on what area he selects for his operation. An outsider to the system would have to contact the superintendent, the assistant superintendents of the departments concerned, the supervising principals, the principals, the divisional director of instruction, subject matter supervisors, and teachers.

The general language situation in 1947 was further complicated by the retirement of the general language supervisor. The new supervisor was unknown to most of the elementary teachers and principals. The conjecture and uncertainty as to what his philosophy of education was and what techniques he would recommend for its expression made for insecurity and a lack of confidence in encouraging the general language program on the part of both principals and teachers.

Homeroom Organization

The scheduled homeroom program for the seventh and eighth grades of the elementary school is as follows:

Arithmetic	-- 250 minutes per week
English	-- 150 minutes per week
General Language	-- 100 minutes per week
Handwriting	-- 50 minutes per week
Literature	-- 125 minutes per week
Reading	-- 100 minutes per week
Spelling	-- 50 minutes per week

Of the more than one hundred seventh and eighth grade elementary schools, there were only fifty-eight that offered general language instruction in

September of 1947. The other seventh and eighth grade schools not only did not offer it but did not have sets of general language books on hand. All school districts offered some general language, but the greatest concentrations were in those districts on the fringe in the newer residential areas. Appendix A shows the schools grouped by districts and those that offered general language. Most of the general language classes were in the homeroom, but a few schools made an attempt to departmentalize their later elementary grades by putting general language and literature into a special room. Such schools generally had a teacher especially well prepared for general language and literature instruction.

Reports from principals and supervisors indicated that general language was not being taught well. The impression was that instructional bulletins were not available, and textbooks and reference books were not provided in sufficient quantity. Less than twenty-five per cent of the elementary general language teachers had had a course in the methods of teaching general language. Most of them were teachers of literature, social studies, English, and early elementary homeroom subjects. They felt that the additional task of teaching general language along with the other homeroom subjects was a burden to them in an already overloaded program.

During the period of this study, 1947-1951, the schools had received much criticism from certain pressure groups in the community. Their contention was that the pupils were not receiving adequate instruction in the fundamentals, the three R's. Attacks made in a local newspaper and the subsequent adoption of a revised and extended city-wide testing program created considerable tension among teachers of the homeroom subjects.

The subconscious and conscious tendency on the part of teachers was to put greater emphasis on the more academic aspects of the language arts and to minimize the importance of those activities that helped to enrich the program.

Geographical Difficulties

The area served by the Detroit public schools resembles a rough rectangle about twelve miles wide and twenty miles long. The long distance for travel involved, difficulties in arranging for transportation and parking facilities make the meetings of teachers in one central location quite a hardship for the participants. Meetings in local districts are a much more considerate expedient. Dismissal of pupils for teachers' meetings on school time is not yet a practice in Detroit. Arrangements with the Detroit Police Department for traffic patrol at street corners, difficulties with children at homes where both parents work, and other such obstacles have not been worked out. Most teachers' meetings have to be held at 4:00 P.M. after a full day's work and on the teachers' own time. Meetings or conferences with the teachers in an individual building can always be arranged with the help of the principal or assistant principal. As a teacher in several different subject matter areas, the homeroom teacher is often called upon to attend meetings scheduled by as many as five different supervisors several times a year.

Implications for the Study

With such a panorama of problems in materials, teacher preparation, and homeroom curriculum, and with general language being offered in so few seventh and eighth grade elementary schools, the supervisor concerned

considered the desirability and possibility of designing an over-all pattern for effecting improvement in instruction. The use of a single device or method would simplify the collecting, analyzing, and interpreting of pertinent data. He observed the broad areas in which he was to operate, and considered these various points of view or factors that would limit his choice of techniques:

1. The more than one hundred schools concerned were different in character, membership, staff, organization, attitudes toward subject matter fields, and approaches to specific problems. Hence, there could be no uniform over-all method except in a very broad sense.

2. The most effective approach would resolve itself into not one study but eight corresponding to the eight elementary school districts or even one hundred, corresponding to each of the individual schools concerned.

3. All the educational institutions involved in the study were public schools in the same centralized system in spite of the fact that they were different, as faculty groups and community needs were different. They were all working for the same or closely related educational goals, and many of the techniques were similar.

4. Several activities on the part of a supervisor might be woven into a kind of pattern or a tested formula for the solving of problems in schools and the improvement of instruction.

After carefully considering these various viewpoints the supervisor considered it expedient to restrict his activities to three different methods of approach, all with certain characteristics in common and all carried on simultaneously. Chapter III will explain how these three

techniques were chosen and what literary justification exists for their application to such problems as have been described above.

CHAPTER III

EVOLVEMENT AND DESCRIPTION OF TECHNIQUES

Considerations Determining Choice of Techniques

Scattered over a large geographical area in a large school system were these one hundred or more schools with their teaching staffs and individual problems. In an effort to evolve certain techniques for the improvement of instruction in a subject matter area the supervisor carefully analyzed the setting of his study and noted those characteristics that would determine or limit the choice of methods:

1. Schools were widely scattered. Central meeting places were impractical.

2. Schools were unevenly divided among eight districts.

3. Teachers' meetings had to be held at 4:00 P.M.

4. Language arts teachers were "responsible" to several supervisors.

5. The principal was responsible for the quality of instruction in his building.

6. Supervisors from the Division of Instruction served in an advisory capacity only.

7. The supervisor of general language instruction was new and unacquainted with the principals and general language teachers.

8. The program of subjects offered varied from school to school.

9. General language was taught in the homeroom of most schools.

10. A very small percentage of the teachers had had a methods course in the teaching of general language.

11. Few teachers had more than two years of a foreign language in high school.

12. Some teachers with degrees and a permanent certificate felt no urge to attend instructional meetings or to take additional courses for improvement.

13. Most homeroom teachers were unfamiliar with the techniques of teaching general language.

14. Many principals and teachers felt they needed more materials for teaching general language.

15. A municipal university was centrally located in the city.

16. New elementary teachers did not have a Master's degree. Teachers with a Master's degree received higher pay.

17. New elementary teachers needed extra hours to make their provisional certificate permanent.

18. The general language methods course offered in the College of Education of the local university gave graduate credit.

19. In large organizations there exists a chain of command among a staff of administrators appointed to expedite the efficiency of the several departments.

20. Teachers and administrators are human beings subject to all the weaknesses and virtues of the human race. They have feelings, and desires, that may at times resist the dictates of reason.

21. General language was considered definitely a part of the elementary school program.

Teachers were busy in their schools from eight to four o'clock and had to meet classes in a punctual manner. On the other hand, the supervisor was free to leave his office for school visitation as the need arose. For a new supervisor to become acquainted with his teachers it seemed obvious

that he should go to them. But, recognizing the tendency on the part of an audience of workers to erect a barrier between themselves and a new supervisor or superior, introduced to them formally from a speaker's platform, the supervisor felt the need to meet his teachers individually, to become acquainted with them personally, and to have the teachers and principals know and accept him as an amenable co-worker.

Initial Consideration of the Problem

The fact that the problems in the several schools were different, in different communities, with homeroom, semi-departmental, and departmental instruction of general language, seemed to demand that the supervisor visit each school to find out its peculiar needs. The difficulty in arranging a central meeting place for teachers, the travel time involved, difficulty in parking cars, weariness at the end of the day, and the mixed "allegiance" to several supervisors called for the smallest number possible of large group meetings and more of the personal and individual approach on the part of the supervisor.

A survey of the eight elementary school districts revealed that transportation problems could be reduced to the minimum if a centrally located school could be found in each district. Districts with very few seventh and eighth grade schools could be combined with others in such a way as to reduce the travel time for all concerned. Teachers would be subject to less travel fatigue if a small group could meet in each district. The character of the schools in each district was much more homogeneous, and teachers from those schools would have many problems in common. Such circumstances suggested the group approach to problems among

the teachers in each district. Such small group meetings were more often attended by the principals concerned, and the resulting recommendations more readily accepted. To discuss problems with several people in a group effects a greater economy of time than to discuss all the problems with each person individually.

The fact that many teachers needed additional courses in education to make their teaching certificate permanent, that many teachers wanted to get a Master's degree to qualify for additional pay, that a centrally located university was available offering graduate work, that the methods course offered graduate credit, and that the general language supervisor of the public school system was also the instructor of the methods course in the College of Education--all these factors pointed to the use of the methods course for the improvement of general language instruction in the seventh and eighth grades. An informal and heterogeneous group of in-service teachers and student teachers would make a stimulating discussion group for the promotion of better techniques for general language instruction. The fact that the university instructor was also the supervisor of the actual instruction in the classroom seemed to make an ideal situation for trying to transfer the theory of educational methods courses on the college level into actual practice in the classroom of the grade school with growing boys and girls.

Sources of Suggested Techniques

Before hastily concluding that these three techniques, the individual approach, the group approach, and the methods course, would be effective in improving instruction in general language, the supervisor examined

available literature on the subject to find out what authorities in the field recommended and whether or not there was justification for using them singly or in a combined program for instructional improvement.

Recommendations for the individual approach. In this day of democratic human relations and group work the idea of an individual approach suggests authoritarianism and a kind of domination that is the exact opposite of what the supervisor in this particular study was working for. Elmer Pflieger seems to consider only the unfavorable authoritarian aspects of an individual approach when he says

> . . .an individual. . .may determine the nature and the direction of the changes and, with the proper authority, order that such changes be put into operation.
>
> The first course of action often appears to succeed quickly; an "expert" or a group of "experts" determines the action to be taken and directs that it be put into practice. But frequently this method also brings with it misunderstanding and distrust, the needs of failure.[1]

This kind of an administrator-dominated situation is exactly what this supervisor wished to avoid. At the same time he felt that there were certain techniques that he could use in an individual approach that could be peculiarly effective and that would supplement other techniques advantageously. The individual approach desired is that of a counselor giving guidance to an individual with a problem. Vernon Replogle advises the new supervisor entering upon his job as follows:

> Effective supervision can take place only after we have gained the confidence, respect, and faith of those whom we wish to help. Supervisors need to become better students of the

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[1]Elmer F. Pflieger, "A Critical Analysis of A Consultative-Cooperative Method Designed to Produce Curriculum Change for Improved Citizenship" (Unpublished Doctor's Dissertation, Wayne University, 1950), p. 9.

> human side of teachers; they had better throw away the gold braid authority usually attached to supervision and establish rapport on a person-to-person basis.[1]

Working as a supervisor with individuals has been described by Alice Miel as among the recent trends in the improvement of supervision.[2] She does not presume to say that it is especially effective, but she thinks it important enough to describe the results that two supervisors achieved.

Helen Buckley of the State Teachers College, New York, describes the formidable resistance that may be aroused by a supervisor's making the wrong approach to a group of teachers in a school.[3] Her experiences made one reluctant to try a group approach with a new supervisor at the first meeting.

Koopman, Miel, and Misner show a broad understanding of the need for considering the individual as an important part of a democratically functioning group when they say

> The Democratic Administrator
>
> Is more concerned with the growth of individuals involved than with freedom from annoyances.
>
> Pushes others into the foreground so that they may taste success.[4]

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[1]Vernon L. Replogle, "What Help Do Teachers Want?" Educational Leadership, VII (April, 1950), p. 448.

[2]Alice Miel, "She Wants and Comes," Educational Leadership, VII (April, 1950), p. 469.

[3]Helen Buckley, "We Meet the New Supervisor," Educational Leadership, VII (April, 1950), pp. 483-486.

[4]G. Robert Koopman, Alice Miel, and Paul Misner, Democracy in School Administration (New York: D. Appleton Century Co., 1943), p. 16.

They feel that he should take into consideration the fact that

> . . .the individual is the final unitary component of that culture.[1]

And that

> The spirit of democracy is essentially a spirit of respect for the intrinsic worth of individual personality.[2]

More specifically they advise

> Teachers differ. Individuation, as a process of teacher growth, is as much a reality as socialization. Consequently, individualization of assignments has a real place in cooperative internal organization.[3]

Marcella R. Lawler speaks of supervisors as being consultants, and gives this advice to the individual going into a new situation:

> It is desirable that the consultant go into a situation prior to his actually beginning work in order that he may have an opportunity to look at the situation and in order that the local staff may have an opportunity to know him. On this initial visit he may see teachers. . .observe materials and facilities available, see the school in operation and observe relationships.[4]

Koopman, Miel and Misner make the very general observation that the administrator works with human personalities and seeks to achieve human values.[5]

A deeper insight into some of the problems of the individual approach is revealed by Prall and Cushman:

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[1] Ibid., p. 19.

[2] Ibid., p. 41.

[3] Ibid., p. 69.

[4] Marcella R. Lawler, "Role of the Consultant in Curriculum Improvement," Educational Leadership, VIII (January, 1951), p. 220.

[5] Koopman, Miel and Misner, op. cit., p. 116.

> I heard and saw a lot of things that have convinced me of the importance of personal relationships in the total educational scheme. . . Through them were revealed the kinds of everyday situations about which teachers are concerned. . . I recognize the importance of the emotional release.[1]

Such rapport between superior and worker can exist only in a personal interview type of situation. The presence of others often will cause a person to "freeze up" so that he will not tell how he actually feels about his work and what his real problems are.

Much of the same kind of sympathy toward and understanding of the individual is expressed by Barr, Burton, and Brueckner:

> The individual soul is of supreme value to God; the individual man, of supreme value to a decent society.[2]

> The concept of the worth of individual human beings, of respect for personality, and of development in creative ability is a principle of supreme importance everywhere in life.[3]

Such judgments as these support the philosophy that the individual is an important entity and a force to be considered, but there are few who follow up their sympathetic observation on the worth of the individual with practical suggestions as to how to realize maximum achievement from each individual.

W. C. Kvaraceus has made a more careful study of the things that bother teachers as individuals. Among some of the highest frequency items checked as mental health hazards with reference to the classroom teacher he finds the following:

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[1] Charles E. Prall and Leslie C. Cushman, Teacher Education in Service (Washington: American Council on Education, 1944), p. 292.

[2] A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, 2nd ed. (New York: D. Appleton-Century Co., Inc., 1947), p. 48.

[3] Ibid., p. 49.

> Teachers in conflict with administrative policy.
> Administrator-teacher personality conflicts.
> Lack of recognition for work well done.
> Criticism by superior.

> The importance of interpersonal relations involving the teacher is given considerable emphasis in this listing of hazard items. The high frequencies of teacher-teacher and administrator-teacher conflicts reported together with jealousies among staff members, the absence of constructive criticism, the prominence of destructive criticism, . . .all point to the need for an enlightened supervisory and administrative program. Consideration is due for the preservation and further development of wholesome interpersonal relationships among school staff.[1]

William A. Yauch is likewise convinced of the worth of the individual in a democratic society, but he goes a step further in recommending visits to the classroom and conferences with the individual teacher.

> Democracy is primarily concerned with human relations; therefore a most important consideration is the principal's dealings with teachers individually and collectively.[2]

> . . .the individual is of prime importance in the democratic group, and the good of the group is best served when the individual is so considered.[3]

He considers individual visits to classrooms to be very helpful to a teacher who is having difficulty. In such a situation he recommends observation, participation, directed teaching, and a conference later at the teacher's convenience.

> A great deal depends upon the principal's ability to create a smooth-working relationship between himself and the teachers.[4]

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[1]W. C. Kvaraceus, "Mental Health Hazards Facing Teachers," The Phi Delta Kappan, XXXII (April, 1951), p. 349.

[2]Wilbur A. Yauch, Improving Human Relations in School Administration (New York: Harper and Brothers), p. 11.

[3]Ibid., p. 14.

[4]Ibid., p. 122.

Yauch clears up any doubt in the reader's mind as to the duties of the principal being different from those of the supervisor when he says

> All the principles of classroom visiting discussed in connection with the principal as supervisor would hold for the teacher-supervisor, including the conference following the visit.[1]

Kimball Wiles is of the same mind as the other authors referred to in this chapter about respecting the personality of all individuals.[2] He gives valuable suggestions to superiors, and especially to new supervisors, who meet teachers individually in an interview situation.

> Recognition that the interview is a situation for problem analysis and planning rather than occasion to sell the teacher on the supervisor's point of view increases the value of the interview as a means of staff and program improvement.[3]

To a new supervisor starting out as the supervisor in this particular study he gives this advice:

> One of the first duties of the supervisor is to make clear that the program is not his but that of the staff, that any progress that will be made will be progress of the staff and not of the supervisor.[4]

Wiles thinks the initial approach is very important. He says

> He (the new supervisor) must put the staff at ease. It is just as important for a supervisor to take this step as it is for him to devote the first part of an interview to making the other person feel at ease. Although the need for putting the other person at ease in an interview is widely recognized, the need for spending the first phase of the work together in

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[1] Ibid., p. 127.

[2] Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), p. 13.

[3] Ibid., p. 18.

[4] Ibid., p. 29.

> getting acquainted and making persons feel secure in their relationships with each other is not as well understood.[1]

Wiles recommends that he talk to each person on the staff.[2] In much the same manner as Yauch he warns against the supervisor's trying to impose his plans on the individual during the interview. He follows up this good advice with specific suggestions for the individual conference.[3]

How an unpleasant personal relationship with a superior affects the learning situation in the classroom is considered worthy of note by Zimmerman and Lewton.

> . . .we hope merely to illustrate the kind of interplay and balance that occur in the normal working together of various personalities.
>
> How this interplay is handled and worked through between teachers and administrators sets the tone for the way the pupils will be helped in their problems in the classroom. Attitudes are contagious and the tendency by the teacher to work with or against the attitudes of the administrator makes for unconscious patterning and molding of the teacher's attitudes regarding his pupils.[4]

M. L. Goetting considers the individual conference period an important device.

> The individual conference has increased in usefulness as a means of evaluating the outcomes of learning. The individual conference in guidance is considered as supplementary to group procedures. Again, in evaluating outcomes of learning, the individual conference may be considered as supplementary to the more conventional methods of measurement.[5]

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[1] Ibid., p. 30.

[2] Ibid., p. 32.

[3] Ibid., p. 245.

[4] Kent A. Zimmerman and Elizabeth Lewton, "Teacher Personality in School Relationships," Educational Leadership, VIII (April, 1951), p. 422.

[5] M. L. Goetting, Teaching in the Secondary School (New York: Prentice-Hall, Inc., 1942), p. 398.

The remarks of Kvaraceus on the mental hazards of classroom teachers and the recommendations of Goetting for the individual conference give one some insight into a possible means of achieving to some degree the kind of mental health described in the 1950 Yearbook of the Association for Supervision and Curriculum Development:

> There is a great deal that is important in the personal well-being of the school child that is left out of this volume. Probably the most important area omitted is that of the mental health of the teacher. Her mental health may well be the primary factor in the school's contribution to the wholesome development of children.[1]

Their conception of mental health is clearly defined as follows:

> Mental health is certainly more than the mere absence of emotional disorder or maladaptive behavior. Nor is mental health to be defined as the achievement of such control over our emotional life that we do not show our feelings. There are times when it is right and appropriate to be angry, to be afraid, to be happy or joyous, to be ecstatic. Mentally healthy persons are characterized by a vital, positive emotional approach to living, both in day-to-day experiences and in long-range terms.[2]

These remarks seem appropriate here because they are part of the picture of the individual created during a personal interview. In a group the individual becomes part of a mosaic taking on characteristics of the group personality.

Roethlisberger speaks from his vast experience in working with individuals in industry. He says that it is one of the functions of the supervisor to listen to, and become acquainted with the sentiments of the employee and with the nature of the social structure, or system of

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[1]Association for Supervision and Curriculum Development, Fostering Mental Health in Our Schools, 1950 Yearbook (Washington: National Education Association, 1950), p. 9.

[2]Ibid., p. 1.

sentiments, called "the company." He points to the following techniques for a supervisor in working with an individual:

1. The supervisor should listen patiently to what his subordinate has to say before making any comment himself.

2. The supervisor should refrain from hasty disapprobation of his subordinate's conduct. He should encourage the employee to talk freely--this is a release and enables the supervisor to study critically the complaint.

3. The supervisor should not argue with the subordinate. It is futile to try to change sentiments by logic. When Bill complains of his wage rates he is acting on his supervisor's or employer's sentiments.

4. The supervisor should not pay exclusive attention to the manifest content of the conversation. Try to analyze the personal situation.

5. The supervisor should listen not only to what a person wants to say but also to what he does not want to say or cannot say without assistance. A person has difficulty in talking about matters which are associated with unpleasant and painful experiences.[1]

Summary of literature on the individual approach. From a survey of the literature of the experts quoted above on the use of the individual approach to change people, to change the curriculum, to improve instruction, to improve teacher morale, and to provide greater benefits to pupils, the following summary may be made:

1. To gain confidence, respect, and faith of those whom we wish to help one must establish rapport on a person-to-person basis.

2. Working with individuals is among recent trends in the improvement of supervision.

3. Be concerned with the growth of the individual.

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[1]F. J. Roethlisberger, Management and Morale (Cambridge: Harvard University Press, 1941), pp. 41-43.

4. Individuation is as much a reality as socialization.

5. Personality and creative ability of each individual are important orientation for a supervisor.

6. Personality and creative ability of each individual are important subjective data secured through personal interview.

7. Good personal relationships among the teacher-teacher-administrator group are important, and are reflected in the relationship of the individual teacher toward her pupils.

8. The individual conference may well serve as a vehicle for emotional release, provide opportunity for correction of imagined criticism by superiors, ease personality conflicts, and give individuals credit for work well done.

9. Healthy and friendly individual contacts with members of a teaching staff may help to remove mental hazards and to promote better mental health among the members of a department and a school system.

10. Individual collaboration is an important catalyst in the production of morale.

11. There are certain effective and tested techniques to be used in the application of the individual approach or conference.

The supervisor found a note of encouragement in the literature in this subject area. While planning individual visits to schools and teachers, it is heartening for the supervisor to know that he is not unwelcome. Alice Miel comments on a study of supervisory activities made by Harriet Van Antwerp to the effect that

> The techniques preferred were supervisory visits, individual conferences with the supervisor, and group meetings with

> the supervisor, all of which allow for face-to-face communication.[1]

A methods course. The organization and utilization of a methods course in general language for the purpose of improving instruction in this subject matter area is an instance of opportunism, taking advantage of an instrument that was at hand, ready for use. Such a course had been offered by the College of Education for alternate semesters since 1929 and, like most special methods courses, was considered part of the traditional preparation for teachers of general language and foreign language at Wayne University. State boards of education, accrediting institutions, and colleges of education have recommended that prospective teachers prepare themselves in special fields by taking a methods course in the subject matter area in which they plan to teach.[2]

Scores of texts for general methods and special methods courses have been and are being published. For instance, one of the most recent texts by DeBoer, Kaulfers, and Miller claims, and with good reason, that it is

> . . .designed to acquaint prospective teachers with modern trends in the teaching of reading, literature, listening, speaking, and writing. . .[3]

M. L. Goetting in the preface to his text says that his material

> . . .is intended for those students in colleges, universities, and teachers' colleges who are prospective secondary school teachers. . .it may serve as a text for courses in methods of high school teaching or principles of teaching. Certain

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[1]Alice Miel, Changing the Curriculum (New York: D. Appleton-Century Co., Inc., 1946), p. 123.

[2]Robert D. Cole and James Burton Tharp, Modern Foreign Languages and Their Teaching (New York: D. Appleton-Century Co., Inc., 1951), p. 525.

[3]John J. DeBoer, Walter V. Kaulfers, and Helen R. Miller, Teaching Secondary English (New York: McGraw-Hill Book Co., Inc., 1951), Jacket Advertisement.

> parts may be pertinent reference material for courses in special methods, in supervision, or in curriculum-making.[1]

He suggests the use of his text for in-service teachers also.

> The second group for which this book is expressly designed is that vast army of teachers and supervisors already engaged in teaching. . .[2]

Likewise, for general language and foreign language teachers Walter V. Kaulfers has written an excellent methods text for

> . . .graduate students who are preparing to make modern-language teaching their lifework, and for teachers in service who may wish to familiarize themselves with types of content and learning activities that have proved successful in meeting the changing educational needs of American life. . .[3]

Whether or not such material is available to in-service teachers for voluntary professional reading or brought more pointedly to the attention of the individuals in a class-group depends on the character of the individuals concerned. Some teachers claim that the regularity of a class meeting and the discipline of making oneself do advanced reading in preparation for a class discussion help them to become acquainted with newer trends in the philosophy of education and with better techniques much more so than if they had to discipline themselves to keep up with professional literature on their own. Sharing the reading done by other classmates helps one to become acquainted with many more ideas and authors than if each person had to survey the field on his own initiative.

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[1] M. L. Goetting, Teaching in the Secondary School (New York: Prentice-Hall, Inc., 1942), p. 5.

[2] Ibid., p. 5.

[3] Walter V. Kaulfers, Modern Languages for Modern Schools (New York: McGraw-Hill Book Co., Inc., 1942), p. 10.

That a methods course is a prerequisite to successful teaching in the foreign language field seems to be the opinion of Doctors Cole, Purin and Tharp:

> . . .colleges west of the Alleghenies regard preparation for teaching as an important part of their work. . .
>
> The ideal institution has modern-language specialists teaching the content side, who realize that some knowledge of method is necessary to enable the novice to meet successfully actual teaching situations. . .[1]

Cole and Tharp report on the study made by Doctor Purin:

> Purin recommends a course for prospective teachers that will consider grammar not only as something to be learned but as something that will be taught to others--a professionalized subject-matter course.[2]

Further observations by these gentlemen are that

> Courses in special methods or in the technique of teaching a modern language are now recognized as a necessary part of teacher preparation. Their purpose is to give prospective teachers a professional attitude toward their future work, to show them some of the problems they are likely to meet, and to offer them aid in solving them.[3]

The Committee on Investigation of the Study of the Training of Teachers of Modern Foreign Languages highly approved of the suggestions made in the study by Doctor Purin, and made fifteen recommendations of their own, the first one of which said,

> Insofar as facilities permit, modern foreign language departments in the college of liberal arts and in teachers' colleges should, together with the departments of education, organize curricula and courses specifically designed for the training of teachers of modern foreign languages.[4]

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[1]Cole and Tharp, op. cit., p. 518.

[2]Ibid., p. 521.

[3]Ibid., p. 523.

[4]Ibid., p. 527.

Cole and Tharp comment further on state certification of teachers:

> Recent publications of the influential North Central Association of Colleges and Secondary Schools show an increasing tendency to accredit only those schools employing teachers who have had proper preparation for the subjects they are to teach.[1]

For in-service teachers who need to take additional courses in the graduate school Cole and Tharp recommend

> . . .a seminar in which the student may participate in discussions concerning the materials that should constitute elementary language courses and the proper methods of instruction.[2]

In spirit Prall and Cushman support Cole and Tharp's recommendation for further study in education for experienced teachers. They may not agree on the means for adding to the in-service teacher's educational experience, but they do agree on the fact that it should continue.

> Moreover, as teachers have come to serve professionally for steadily lengthening periods and as rapid social change and the rising accumulation of new knowledge have pressed for corresponding adjustments in school practice, it has become more than ever important that teachers should continue to grow on the job.[3]

Professionally, teachers should be willing to take refresher courses periodically for their own edification and improvement. But human nature is such that one often needs an added pecuniary incentive to take additional work. This is recognized by Cole and Tharp and accepted as a factor in the further training of in-service teachers.

> It may be said, and with justice, that a teacher may work as a free-lance, choosing the specific courses that fit his needs. Ideally, one should be willing and anxious to complete the preparation necessary for the work he is doing without thought of academic or financial reward. There is, however, a

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[1] Ibid., p. 532.

[2] Ibid., p. 535.

[3] Prall and Cushman, op. cit., p. 5.

> very practical aspect to the situation. Teachers often receive added increments in salary for additional formal study. Naturally they decide to attend institutions where they may receive credit for the work done and try to enroll as candidates for an advanced degree.[1]

Recommendations for methods courses in teacher preparation are not made for foreign language teachers alone. For teachers of all subjects the same recommendations may be made. In the preparation of elementary and secondary teachers Glenn Kendall, chairman of the Division of Education and Psychology, San Francisco State College, recommends a block of courses in the curriculum and instruction in the subjects to be taught.

> This block of work consists of a number of activities and experiences in the workshops with major emphasis on the actual preparation of instructional materials together with a study of teaching methods to provide for individual abilities and interests.[2]

Summary of literature on the methods course. Surveying the literature quoted in the preceding paragraphs on the education of teachers, the author feels justified in concluding that

1. Before teaching in a specific subject matter area, a prospective teacher should have had a special methods course.

2. When asked to teach a class in a subject matter area new to a teacher, he should be expected to or should be given the opportunity to take a special methods course in the new subject matter area.

3. Teachers should continue to improve themselves while teaching even after they have taught for several years.

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[1]Cole and Tharp, op. cit., p. 536.

[2]Glenn Kendall, "Learning Experiences for Future Teachers," Educational Leadership, VII, No. 2 (1949), p. 86.

4. Special methods textbooks and courses are organized for pre-teachers and in-service teachers.

5. Methods courses or seminars in methods should be given on a graduate level.

6. When additional salary increments are contingent on additional credit hours earned, the methods course should be offered in an accrediting institution conveniently accessible to the teachers.

7. A methods course is a means of preparing a teacher to teach a specific subject better. Therefore a methods course may be considered a means of improving instruction.

The group approach. As differentiated from the individual approach the group approach is more than just a convenient and time saving device to help a group of individuals with similar problems. The very fact that they are sharing their problems in their discussions with each other, eager and willing to help and to be helped, creates a third dimensional quality about the activity that makes it a unique experience. Instead of a formalized, imitative, or passive program, it becomes a creative function with emphasis on participation and the experience of democratic control.

> A vivid conviction about democracy leads to the constant attempt to get people interested and able to decide questions that affect them.[1]

The Association for Supervision and Curriculum Development issued a bulletin in 1948 explaining a process to be used in cooperative curriculum

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[1]Grace L. Coyle, Group Experiences and Democratic Values (New York: The Woman's Press, 1947), pp. 65-66.

development.[1] It gives many illustrations of its use in different settings. David H. Jenkins comments on the greater efficacy of the group method in his article on "Research in Group Dynamics:"

> . . .it was found that getting the individual to make a decision to change while he is a group member was much more effective in causing that change to take place than was either the lecture approach or the individual conference approach.[2]

The entire discussion group procedure has been outlined in several books, pamphlets, and brochures.[3,4,5,6] In addition to explaining the role of the leader the printed materials give suggestions to the participants so that the experience can be one of successful participation and interaction.

Many industrial organizations have revised their employer-employee relationships on the basis of the findings of such men as Mayo[7] and

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[1] Group Processes in Supervision (Washington, D. C.: Association for Supervision and Curriculum Development, 1948).

[2] Improving Human Relations (Washington, D. C.: National Council for Social Studies, 1949), p. 39.

[3] Spencer W. Myers, Making the Discussion Group An Effective Democratic Instrument (Mimeographed Bulletin, Gary, Indiana Public Schools, 1948).

[4] George B. deHuszar, Practical Applications of Democracy (New York: Harper and Brothers, 1945).

[5] It Pays to Talk It Over (Washington, D. C.: National Institute of Social Relations, 1947).

[6] Frank Walser, The Art of Conference (Revised Edition, New York: Harper and Brothers, 1948).

[7] Elton Mayo, The Social Problems of An Industrial Civilization (Boston: Graduate School of Business Administration, Harvard University, 1945).

Roethlisberger.[1] The works of Tead[2] and Trecker[3] give evidence of the attempt to apply more social insight into the problems of administration, especially in social service organizations. Koopman, Miel, and Misner[4] made actual application of their findings to school administration.

The staff of the Southern Association Study in Secondary Schools and Colleges in searching for the best methods of bringing changes in schools defined their techniques or methods as

> . . .helping participants learn cooperative use of the scientific method. . .[5]

and arriving at decisions which would embody the combined judgment of the group.

Arnold Meier has analyzed the many different approaches to the group method, and for discussion and study purposes he has identified certain aspects of the work-group-conference method with further elaboration of each of the following:

1. Mechanics of the Method. This includes size of group, time, and equipment.

2. Establishing Common Expectations Regarding Method. This includes the ideas about the procedure which were imparted to the group by those who had used the method previously--an orientation to the method.

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[1]F. J. Roethlisberger, op. cit.

[2]Ordway Tead, Democratic Administration (New York: Association Press, 1945).

[3]Harleigh B. Trecker, Group Process in Administration (New York: The Woman's Press, 1946).

[4]Koopman, Miel, and Misner, op. cit.

[5]Frank G. Jenkins, Druzilla C. Kent, Vernor M. Sims, and Eugene A. Waters, "Cooperative Study for the Improvement of Education," Southern Association Quarterly, X (February and August, 1946), p. 25.

3. Procedural Schemes Used By the Group. This includes the schemes or plans which were used to foster skill, increase group productivity, deepen insight in group procedures, and indicate the discipline which certain schemes impose.

4. The Concept of Role in Improving Work Group Skills. This includes a discussion of the importance of certain group member roles which promote or hinder the success of a work group.

5. Tone, Atmosphere, Human Relations. This includes the effects of the inter-personal feelings of group members and the roles assumed by various individuals. It deals primarily with the social aspects of the situation.

6. Authority, Administration, Status, Leadership. This includes those elements of group relationships related to power factors and decisions which affected the group but were outside its immediate influence.[1]

Wilford Aikin in his report on the Eight-Year Study speaks with conviction when he writes about participating in a group process,

> All teachers should participate. . .giving every teacher an opportunity to share fully, to advocate or oppose change, to voice his convictions whatever they may be. Complete agreement is desirable and is sometimes reached by means of thorough discussion. However, unanimous decision is not essential. New work may be developed satisfactorily and without faculty dissension if everyone shares in the deliberations which lead to change.[2]

He advises caution in that

> Experience has taught the participating schools that no school is ready to advance until teachers have a sure sense of security in adventure. They are safe in following tradition; they must be sure that they will be equally secure in departing from tradition. Only then can they maintain their personal and professional integrity and grow into the fullness of their stature as teachers and personalities.[3]

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[1]Arnold Raymond Meier, "A Study of A Work-Group-Conference Method for Producing Curriculum Change" (Unpublished Doctor's Dissertation, Wayne University, 1950), pp. 57-58.

[2]Wilford M. Aikin, The Story of the Eight-Year Study (New York: Harper and Brothers, 1942), p. 128.

[3]Ibid., p. 130.

He warns of further difficulties because

> All teachers, all faculties must go through the hard experience of thinking their own problems through. The experiences of other teachers and schools can be useful in pointing the way, but no teacher or school can travel for others the hard road of reconstruction. Schools must find their own answers to their most puzzling questions.[1]

A quotation from a report on The Teacher Education Study gives a description of a situation comparable to just such a one existing in the Detroit Schools in 1947:

> The interaction chiefly of these three items--stressing active participation, work on individual problems, and the association of independent units--led ultimately to the decision to ask a group of collegiate institutions and systems of public schools to join forces in the proposed cooperative study of teacher education.[2]

The report continues with an explanation for the success of their study groups:

> The evidence is clear that if the concerns strongly felt and voluntarily experienced by teachers are used as starting points, a program of in-service education can be developed that will relate to matters of genuine importance and exhibit adequate scope. It is not necessary--it is not even desirable--that some logically complete program should be thought up for the teachers in advance by administrators or outside experts.[3]

Prall and Cushman give some significant conclusions about conditions under which schools can work most effectively to improve their programs. These should

> . . .include a chance to work on jobs that seem important to the participants; a chance to work on jobs where each participant can make a positive contribution; a chance to adjust the

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[1] Ibid., p. 132.

[2] Commission on Teacher Education, The Improvement of Teacher Education (Washington: American Council on Education, 1946), p. 131.

[3] Ibid., p. 132.

> plans and objectives that relate to any undertaking as adjustment seems called for; a chance to work as friends and equals; and a chance to move from thought to action.[1]

The Michigan Study of the Secondary School Curriculum, which has been in operation since 1937, made a series of recommendations to the Department of Public Instruction and other agencies for building a program for Michigan Secondary Education. In the section on Methods and Procedures, Rice and Faunce present the following conclusions:

> Schools must develop coordinated curriculum and community planning between parents, youth, and educators.
>
> Teachers must learn to plan informally together without regard to departmental or subject divisions.
>
> Administrators and teachers should learn the skills and techniques of democratic policy formulation.[2]

Elmer Pflieger has made a study of the group approach in what he calls the consultative-cooperative method. He describes features of the method that evolved during its use. From his survey of the literature in the field and from his four years experience in trying the method he lists certain elements of the method as being necessary to success in its use.

Summary of literature on the group approach. Pflieger's descriptions of successful elements in this approach are summarized here as being more than adequate for the purposes of this study:

1. It is essential that a group of teachers and administrators using the consultative-cooperative method be truly concerned about the improvement of a situation.
2. The problem on which a group is working must present a real challenge to the group.

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[1]Prall and Cushman, op. cit., p. 454.

[2]Theodore D. Rice and Roland C. Faunce, The Michigan Secondary Study (Lansing, Michigan: State Board of Education, 1945), p. 37-41.

3. The working situation must be so relaxed that there can evolve a spirit of cooperation, a feeling of success, and a sense of security among the members of the group.

4. Sufficient time must be provided when group members can conveniently meet and work together.

5. Data and research should be used in collecting information and in getting answers to problems.

6. Consultant help should be available, as needed, for particular problems.

7. Planning and decision making should be done cooperatively.

8. Decisions of the group should result in action progress.

9. All members of the faculty should be encouraged to participate.

10. There must be an adequate program of communication with all persons affected by the planning, the decisions, and the action program.

11. Continuous evaluation must be a part of the program.[1]

Characteristic approach. In his research for methods whereby he might effect improvement in instruction the supervisor has found not too clearly expressed and more often he has found only implied a certain manner of application, characteristic approach, or subconscious overtone in attitude that can best be described as a human relations approach. In all three techniques discussed, the individual approach, the methods course, and the group approach, one is working with human beings singly or in groups, and wherever one meets people he must, perforce, be conscious of good human relations, how he feels about the people he meets, and how they feel about him. Carolyn Tryon thinks feelings are important when she says

> In the long run, feelings become organized into attitudes. Attitudes become an important index for predicting behavior

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[1]Pflieger, op. cit., pp. 155-156.

> because they are the emotional base for the ways in which the individual will regard, and hence act toward, objects, conditions, and other persons. They also will determine how he will feel about what he is and what he does.[1]

Stanley Dimond has expressed much the same idea in his report on the success of the Detroit Citizenship Education Study when he writes

> A fourth general area which is important in the development of better citizens concerns the human relationships which exist within a school. There is a hard-to-define quality, sometimes called a social atmosphere of a school, which seems to make a difference in the quality of the citizenship developed in the school. . . We believe, however, that as teachers, principals, and pupils work together in greater harmony the general social climate within the school improves.[2]

The introduction to the Bulletin in which Dr. Dimond's article appears is more specific in describing certain aspects of behavior that make for good human relations. It describes sound educators as those who treat people as individuals, encourage varied enterprises, work for self-understanding, consider both majority and minority attitudes, try to experience the democratic way of life, believe in the religious tradition of Western culture, are guided by the findings of scientific inquiry, and who in every field of study and activity lose no opportunity to develop good human relations.[3]

Lavone A. Hanna has much the same idea in mind as one of the characteristics of the ideal young citizen. He calls it concern for others.

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[1]Carolyn Tryon, "Some Conditions of Good Mental Health," Fostering Mental Health in Our Schools, 1950 Yearbook, Association for Supervision and Curriculum Development (Washington: National Education Association), p. 9.

[2]Stanley E. Dimond, "The Detroit Citizenship Study," Improving Human Relations, Bulletin No. 25 (Washington: National Council for the Social Studies, 1949), p. 154.

[3]Ibid., pp. 2-3.

> The effective citizen shows increasing social concern. He follows intelligently conventional manners and morals; realizes that his rights end when they conflict with the rights of others; governs his actions in the light of their social effect; looks upon social problems as capable of solution or amelioration; is sensitive to the problems of others and seeks to understand them; uses his abilities and talents for social good; defends the rights of minority groups; does not speak or act disparagingly of those who differ politically, religiously, economically, nationally, racially, physically, or mentally; judges an individual by his actions rather than by the social, religious, political, national, or racial group to which he belongs; acts upon the principle of the dignity and worth of each individual; and is active in aiding others when necessary without expectation of reward for so doing.[1]

A consciousness of the importance of such an attitude and approach toward working with individuals or groups leads Koopman, Miel, and Misner to say

> The "least" individual may express his ideas for school improvement and be heard. This trend may lead to many new patterns of group action and a new pattern of human relationships.[2]

Alice Miel clarifies much of the discussion about what are good human relations when she writes

> Teachers must be understood and dealt with as people. . . Each member of the professional personnel should be known and valued as a person in his own right. This means that he should be known as a totality, not just as an institutional cog.[3]

She summarizes more succinctly all discussion on human relations and working with people whose behavior we wish to modify or change by concluding that

> . . .the best modern conceptions of the learning process apply to adults equally as much as to children.[4]

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[1] *Group Processes in Supervision*, op. cit., p. 11.

[2] Koopman, Miel, and Misner, op. cit., p. 49.

[3] Alice Miel, op. cit., p. 165.

[4] *Ibid.*, p. 165.

In view of this fact, all that is known about making individuals feel secure, in rapport with us, and ready for a learning experience, should be of help to a supervisor in working with teachers and administrators to improve instruction in any subject matter area.

What Nathaniel Cantor writes about the kind of attitude that exists between the instructor and his students applies equally well to a supervisor working with a group of teachers.

> When students and instructors meet in the classroom, they become objects of each other's will. Students want to have their way, and the instructor wants to have his way. The instructor who brings to the classroom a set of disciplined attitudes based upon insight into human relations recognizes this conflict. He knows and feels his own responses and has learned to control them. He will permit students to develop at their own individual tempo and on their own level. He is not interested in becoming popular or in avoiding negative criticism. He is interested in understanding and accepting the differences expressed by the students. By recognizing the right of each student to be different from every other student and by communicating that feeling to them, he frees them to express themselves with regard to their honest reactions to the subject matter. Unless students are free to express their emotionally-sincere reactions to the subject matter of the course, movement toward genuine growth and reconstruction of their attitudes simply cannot take place.[1]

Summary and Restatement of Hypothesis

A survey of the literature in the field of the individual approach, the methods course, and in the group approach, all made in a consciousness of the value of good human relations, led the supervisor to believe that the application of these techniques in this characteristic way would bring about certain changes for the better in the curriculum, improvement in methods of instruction, noticeable benefits to pupils, and improvement in teacher's morale, all to a degree greater than before.

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[1]Nathaniel Cantor, Dynamics of Learning (Buffalo, New York: Foster and Stewart Publishing Corp., 1947), pp. 86-87.

Chapters IV, V, and VI will describe with what degree of success or failure these techniques were applied.

CHAPTER IV

THE INDIVIDUAL APPROACH

The many demands and activities involved in the work of supervision in a large city school system do not permit an individual to limit all his approaches to problem solving to any one particular technique or method. Limitations of time and circumstances make it necessary for him to try two or three approaches concurrently. So it was in this study. A supervisor was expected to visit schools and teaching personnel; he could not avoid making individual contacts. The general language methods course was offered regularly each fall semester; the class met each week throughout the semester. Group meetings were almost essential to effect the proper communication of instructional ideas and bulletins to the largest number of teachers in the shortest possible time and with an economy of expended energy.

To signify these ordinarily routine supervisory activities to the status of chosen techniques of value in an educational study was a matter of orientation, philosophy, and purpose on the part of the operator. To begin with, the recognition of the fact that these were not routine supervisory activities but techniques of choice as the best possible ones for this kind of study brought the supervisory program into an area of control. That these techniques were to be employed in order to achieve certain recommended objectives made it a constructive and purposeful activity. That these objectives were in harmony with the ideas embodied in current educational philosophy gave the project validity.

Need for Individual Approach

The very initiation of such a study required an individual approach to those administrators responsible for creating the permissive atmosphere in which one was to operate. The divisional director of the language department, the supervising director of the Division of Instruction, deputy assistant superintendent in charge of elementary schools, and each of the supervising district principals were contacted in turn to expedite an instructional program in his department or district. Keeping in mind the helpful suggestions of Wiles, Roethlisberger, and others the supervisor took pains in the majority of cases not to bring with him a plan of action or program that he wanted to impose on the schools or the teachers in the general language subject matter area. His initial approach was to offer to help them in whatever way he could to insure the efficacy of the general language program. What were their problems? What difficulties or weakness had they noticed in their visits to schools and in their conversations with principals?

Generally such an approach to an administrator was successful in that it secured the good will of the person and the permission to initiate or continue any program of an instructional nature that the supervisor had in mind. But to certain individuals one must be prepared to use a less indirect approach. Their authoritarian educational experience has conditioned their behavior so that they are not readily amenable to the subtle, sharing, democratic approach. Coming to them as an expert in a subject matter area, the supervisor is expected to make very definite and constructive suggestions. Such individuals are very businesslike, matter-of-fact, and frank about their unfamiliarity with certain subject matter

fields, and they appreciate a visitor's coming to the point early in the conversation.

How to Establish Rapport

How does the strange supervisor decide on the degree of subtlety in his approach? From the observations made in this study there are no hard and fast rules. It seems to depend on one's ability to read human nature, to "feel" or to interpret the philosophy of an individual through his actions, facial expressions, tone of conversation, his remarks, and reactions to leading questions or statements.

This supervisor has found it important to establish a friendly personal atmosphere for an interview with an individual, administrator, or teacher. It has been profitable for him to find out something about the individual beforehand, something praiseworthy that he has done, or something pleasant in his personal relationships with other people. It has helped to comment favorably on some good work being done in his area of administration, a speech he has made, an experience of an acquaintance known to both parties. Such a beginning often helped to secure the rapport desired for a discussion of the purpose of the visit.

Secondly, this supervisor has found that the offer to be of help in any way that he could, if there were any problems or difficulties in the administration of the general language program, was always a successful second step. By this time in the discussion the visitor begins to get an understanding of the temperament of the person with whom he is talking. During an interview one administrator told the supervisor frankly that he had paid very little attention to the general language program in his district and that he didn't know just how it was being taught. Furthermore,

he commissioned the supervisor to feel free to visit the schools in his district, to find out the status of the general language program and to report back to him. In addition to making this request, he asked specifically about the supervisor's plans for improving the general language program, and heartily approved of the projects described. Such an administrator, although authoritarian in a benevolent way, was eager to lend his hearty support to the constructive plans of the expert, and did much to expedite instructional improvement in his district.

Another type of administrator was the strong supporter of the three R's and the traditional type of instruction. At the second stage in the interview or conference this administrator seized the conversational opportunity to acquaint the supervisor with the inadequacies of the language arts program in remarks similar to the following:

> The three R's are being neglected; more time should be spent on formal grammar; less time should be wasted on the so-called cultural projects in the homeroom. Teachers are very busy all day; most of them have heavy responsibilities at home, and cannot be expected to take additional methods courses in order to teach new frill subjects being added to the curriculum.

At this point in the conversation it generally behooved the supervisor to remember the good advice on respecting the rights of each individual to his own opinion, and to keep in mind his long term objectives, the improvement of the instructional program in general language throughout the school system. Nothing was to be gained by disagreement or argument. On the contrary, in this visit the supervisor nodded in sympathetic agreement, and suggested several techniques that might be used by teachers in general language to strengthen instruction in the three R's and in formal grammar. The supervisor had strong enough faith in the quality of the general language material to know that if it was used at all, even only to

supplement and to strengthen instruction in the more formal phases of the language arts program, a valuable kind of correlation of subject matter would be exposed to some of the more worthwhile historical-cultural values of the general language program. The curiosity of the pupils would be aroused, and the momentum of their interest would carry on general language activities in reading, writing, spelling, and grammar or English.

In between these two extreme types of district principals were the others who were more or less sympathetic to the general language program depending upon the degree or the nature of their educational philosophy, and also depending upon the quality of their relationship with the previous general language supervisor. This phase in the development of and the importance of personal relationships came as a surprise to the supervisor. One district principal brought the feeling "out into the open" and cleared the air of intangible resistance when he spoke at a meeting of his principals and said, "This is a new deal now. We are forgetting all about our difficulties in the past. Here is a new man who has come out to answer your questions for you." The principals had transferred their feelings toward an individual to the position that he occupied. This is an important factor for an expert or leader to keep in mind. He must reckon with the feelings created by his predecessor on the job.

In this study the administrators concerned were amenable to the proposed study, and felt that their principals and teachers would be willing to cooperate. Two of the group felt that the proposition should be presented at a meeting of their principals in order to get their full cooperation. This suggestion was quite in accord with what the supervisor had in mind, and facilitated his organization for the group approach discussed in Chapter VI.

Purpose of Early Visits

With a permissive atmosphere once secured, most of the first year's work of the general language supervisor was to visit over one hundred schools just to get acquainted with the principals and the teachers engaged in language work. The strange supervisor would introduce himself and anticipate the resistance on the part of the principal by saying that he had come around just to meet the principal and the teachers. To say that he did not have time to stay long in any one classroom helped to make him more welcome, and the principal generally was pleased to take him around, not only to the language teachers, but also on a tour of the entire building. Such a tour often gave the supervisor an excellent chance to find out just what kind of a person the principal was. Likewise, the principal had an opportunity to judge the calibre of the supervisor. At the end of the visit the supervisor made it a point to tell the principal that the teacher of general language should feel free to call upon him at any time for materials or help. He was more interested in being consulted by the teacher than he was in supervising the teacher. The visit ended in a very friendly manner, and the way was opened up for another visit for the supervisor to get a better idea of just what was being accomplished in the language arts program and in general language in particular.

At intervals during these getting acquainted visits the supervisor had opportunities to meet with the eight district principals during the consideration of other aspects of the language instructional program. During these contacts he made a point of asking them for their help and advice in making the general language program more effective. It is interesting to note here that in the majority of instances, when approached

in this manner, an individual will generally say that everything is just fine, and that there are no criticisms to offer. To approach him with a radical proposal of some kind often loosens a flood of criticism and condemnation aimed not so much at the new proposal, but at unsatisfactory conditions in general, if such exist.

During the visits made by the supervisor in the second year the purpose of each visit was to check the supply of textbooks, dictionaries, and administrative bulletins to make the teaching of general language easier for the homeroom teacher. Such visits were profitable for all concerned. Many schools (principals and teachers) were not aware of the number of texts they were entitled to, how to order them, how to get replacements when some books were worn out, what dictionaries were most suitable for the work, and how to get them. A check revealed many administrative bulletins hidden away in dusty closets unread and untouched for years. Such visits as these helped to create a friendly and cooperative attitude on the part of the teacher. During the book check the teacher was given a chance to talk about what projects the class was working on, what reference material was available in the room and in the library. Here was an excellent chance for the supervisor to make suggestions and to guide the thinking of the teacher along the lines that led to the important objectives of the general language course.

Having plowed the ground in this fashion for some time, the supervisor felt that information questionnaires could be sent out with the assurance that there would be a good response. Accordingly, the first questionnaire was sent out in the elementary principal's notes asking for such information as this:

1. Is general language taught in your school?
2. In what grades is it taught?
3. In how many rooms is it taught?
4. What time of the day and what days of the week is it taught?
5. What are the teachers' names who teach the subject?
6. Is it taught in the homeroom or in a special room?

_____ School _____ Principal

One important reason for this questionnaire was that the supervisor would know just when to visit a certain school so that he would have a chance to see a general language class in operation. Each school and often each teacher makes up a special program different from that in the neighboring school. Since general language is taught only one hundred minutes a week, generally two fifty-minute periods, and since there is no other way to find out when it is taught, this questionnaire was very necessary, if the next visit was to be really worthwhile. A questionnaire sent out in principal's notes carries with it the "blessing" of the assistant superintendent concerned, and generally evokes a prompt reply. This is one of the accepted ways to send out notices and in no way is to be construed as bringing pressure to bear. From the purely administrative point of view it was necessary to send out such a form to find out which of the seventh and eighth grade schools really did offer general language. No one seemed to have the information in tabulated form readily available and accessible.

Status of General Language Instruction

Of the one hundred ten elementary schools offering subjects in the seventh and eighth grades, it was found that only fifty-eight included

general language in their program. This varied from semester to semester depending on whether or not the school lost or gained a grade because of crowding in the neighboring intermediate school. Several schools anticipated offering the subject with the completion of a new addition when they would have programs in the seventh and eighth grades. Most of the schools included general language with the language arts in the homeroom. Several schools were trying to approximate the departmentalization of the intermediate school for the upper two grades, and had their general language taught in a special room by the English teacher. Appendix B reveals the status of general language instruction in the individual schools as of the fall semester, 1948.

With all the teaching schedules available, the supervisor set forth on a series of visits to see just how general language was being taught. His tour took him to all the intermediate schools and to the fifty-eight elementary schools that had sent in an affirmative report. On a first visit such as this, to observe classroom procedure, the visitor always found something good to comment on both to the principal and the teacher. If he was asked to give some help or his opinion about some specific thing, he did his best to make suggestions in as discreet a way as possible. The important idea in the mind of the supervisor was to establish good rapport between himself and the teacher, not forgetting the principal, of course. Such visits helped to give the teacher more assurance and the courage to try out new ideas other than those outlined in the textbooks or in the various administrative bulletins. One cannot hurry a thing of this kind, and to do justice to the teachers in each school the visitor must be willing to spend at least an hour or two in the building. A half

hour's conference with the teacher and the principal after the class visit is often the most profitable part of the visit to the building. To make one hundred of these visits in preparing for an evaluation program in a specific subject area required many months and unlimited patience as well as perseverance.

In most of these visits it was found that general language was not being taught really well. Less than twenty-five per cent of the teachers had had a course in the methods of teaching general language; the others were teachers of literature, social studies, and English teachers who had been given the additional task of teaching general language along with the other language arts subjects. Most of these strangers to the new subject field were asking for information as to what general language was all about and where could they get definite instructions as to what was supposed to be covered or to be done in the class.

An important aspect in the technique of using the individual approach was to arrange for a discussion of general language methods with both the principals and teachers concerned. In a few of the schools the principal, unaware of some of the more recently recommended classroom procedures, discouraged a teacher from trying out experiments in the use of certain audio-visual aids and more democratic classroom procedures. The presence of administrator and teacher at these "individual" sessions precipitated the operation of a conscience factor in the school. On the one hand the principal was made aware of the countless opportunities for enriching classroom instruction, and would expect the teacher to use them. On the other hand the teacher knew that the principal was equally well informed

about what should go on in the classroom; this awareness gave the teacher courage to try out the supervisor's suggestions.

As a part of the individual approach it was found desirable to have a separate or private conference with the principal and the teacher. The initial conference with the principal, even though it is accepted as a courtesy and the means of gaining entrance to the school, is nevertheless, an important instrument in furthering good human relations and promoting the use of better instructional techniques in any subject area. A well informed principal can give the supervisor a good evaluation of the program in his school, and a critical appreciation of the quality of the teaching staff. Such a sympathetically honest picture cannot be given in the presence of a third party. In like manner, the teacher does not feel free to give a frank criticism of the teaching situation in the school when the principal is present. Even though neither individual may be responsible for the existence of certain obstacles, nevertheless, there is a kind of false loyalty to the school and the staff that frowns on telling the truth about a situation. The successful operation of the individual approach in each school required at least three separate conferences: one with the principal, one with each teacher, and one with both principal and teachers concerned. This last conference, in some schools, may take on the aspects of a small group conference in the numbers concerned, but generally the nature of the activity was more the technique employed by Roethlisberger and not so much that of the group process. Hence, it is included here under the individual approach.

In the course of the first year's work it was found that certain stock information on all the schools was needed sooner than it could be

acquired through individual visits. Believing with Vernon L. Replogle that the best way to get information is to ask for it,[1] the supervisor sent out to all the elementary schools offering general language an additional questionnaire. The answers to the questionnaires gave him a good picture of the general language program as of 1947-1948. It also gave him certain advance information about individual schools and teachers in preparation for later visits. A tabulation of this information is as follows:

STATUS OF GENERAL LANGUAGE INSTRUCTION
AND TEACHER PREPARATION

Fifty-five schools out of fifty-eight reported.

Thirty-four teach general language in the homeroom.

Twenty-one teach general language as a special or semi-special subject.

Eight teach general language in the seventh grade only.

Two teach general language in the eighth grade only.

Four teach general language in the sixth grade or lower.

Six schools do not have a library.

Twenty-three schools report that their libraries are not well supplied with books listed in the general language bibliography.

Teacher Preparation

Seventy teachers reported.

Eleven teachers report that they have had the methods course in teaching general language offered at Wayne University.

Twenty-two have studied only one foreign language.

Twenty-seven have studied two foreign languages.

Sixteen have studied three foreign languages.

Five have studied four foreign languages.

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[1]Vernon L. Replogle, op. cit., p. 446.

Eighteen have traveled in foreign countries.

Fifty-two have studied one to eight years of Latin.

Thirty-nine have studied one half to eight years of German.

Thirty have studied one to eight years of French.

Twenty have studied one to four years of Spanish.

Five have studied two to six years of Greek.

One has studied Russian, one Finnish, and one Polish.

The information on the teaching of general language in a homeroom or in a special room was of much concern to some principals. When asked for his opinion, the supervisor told the principals it depended on the facilities the school had to offer and the qualifications of his teachers and that there were certain advantages in either policy. Leaving the decision up to the principal was often a strategic move in strengthening the general language program in that school. This display of trust in the good judgment of the principal gave him status in his own eyes and made him more amenable and sympathetic to later suggestions that the supervisor had to offer.

The fact that over fifty per cent of the teachers had studied two or more foreign languages was a pleasant surprise to the supervisor in view of the fact that some elementary teaching certificates are awarded to college students without foreign language credits in their scholastic record. That only eleven had taken the course in general language methods was a point discussed at many an individual conference with principals who were interested in improving their teaching staff. Incidentally it was observed that preparation in a foreign language did not necessarily mean the teaching was any the better for it.

Results of Individual Visits

In a summary review of three years of individual visits and conferences at more than one hundred schools the following were accomplished:

1. The supervisor came to know the principal and teacher personally by name. For the supervisor to be able to recognize a teacher or principal by name at a later date at some meeting of teachers was a wonderful boost to that person's morale. With a flush of pleasure many a teacher nas remarked, "You certainly take an interest in your teachers. I don't know how you can remember all the people you meet." Many a teacher has changed from an indifferent performer to a cooperative contributor seemingly for no other reason than that she was recognized and given status as an individual among her peers.

2. The supervisor became acquainted with the character of the school community and the calibre of the student body. Many schools seemingly doing a poor job according to their statistical reports were actually accomplishing wonders with what they had to work. One teacher justifiably was ignoring the teaching of general language because she had three half-grades in one room and was doing her best to give each section all possible help in getting the bare fundamentals.

3. A more equitable distribution of textbooks, student dictionaries, instructional bulletins, and teacher aids was made possible. The fact that a need for materials was filled immediately after a visit to a school was a great morale builder, and won friends for the supervisor among principals and teachers. The fact that these materials could have been requisitioned in the routine manner months ago was inconsequential; human nature is such that the supervisor got the credit.

4. After a short conference many new teachers were given a sense of confidence and security in teaching general language. The encouragement of the supervisor freed them from the restrictions of the textbook and helped them to appreciate the project or unit method of treating the subject matter and correlating it with other subjects in the school. Such remarks as these are typical after a discussion of the possibilities in general language instruction:

> Oh, I was worried about covering everything in the book before the semester ended.
>
> I was afraid to try that because it wasn't mentioned in the course of study.
>
> Then there are all kinds of material that we can use. I didn't think it would be right to have them bring in those books and magazines from home.
>
> This gives me a wonderful idea. I am going to change all my plans for next semester's work. We are going to use general language as the core and build our language arts lessons around that.
>
> You have helped me a lot with your suggestions. The class will be eager to start on that United Nations unit right away. They are reading about it, I know, in social studies.
>
> May I come down and talk to you some time about a few ideas that I have. I have been timid about trying some of them out, but now I begin to see how they would fit in with what we are doing in language arts.

5. Depending on the degree of rapport established with the individual teacher during the initial visit or interview, the conference period helped many teachers because of the opportunity for emotional release. Several teachers were very unhappy in their teaching situations, and felt greatly relieved after talking over their difficulties, even though nothing more could be done to help them.

> I feel so much better talking about this to you. I haven't been able to discuss my problems with any of the teachers in the building because I don't know yet whom I can trust.
>
> I know there is nothing that can be done about it. I don't want to leave the school, and I think I can get used to things in time if I just get a chance to blow off steam once in a while.

Most of the problems hinted at in such remarks as these arose from personality clashes between teacher and principal. They were by no means hopeless cases. Very often in subtle ways, indirect questioning, and discreet suggesting, both teacher and principal worked out more amicable acceptance of each other's philosophy.

6. The individual conference and visit made it possible for the supervisor to know the teacher's qualifications better and the teaching situations as well. Such knowledge was very helpful in the better placing of personnel. The supervisor is often called upon to make recommendations for a specific teaching assignment. In such cases the knowledge acquired during these visits to individual principals and teachers has proven invaluable. The supervisor found that it was important to become acquainted with the philosophy and temperament of the principal, the philosophy, temperament, qualifications, and performance of the teacher, and the nature of the school-community. Additional years' experience in repeating the individual visits to schools added to the supervisor's information in this respect.

7. In many schools the individual approach has expedited a better use of audio-visual aids. There seems to be no uniform policy for the use of the projector, radio, and phonograph among the schools. A discussion with the teachers and the principal about the facilities available in the school often helped to extend the use of the teaching aids. Some teachers

were not aware of the catalogs and bulletins listing appropriate films, recordings and radio programs, or how to requisition them for use. Some principals were encouraged to release some of the equipment from the auditorium and special rooms for use in the individual classroom. In a few situations of this kind the supervisor was guilty of bringing slight pressure to bear, but he felt that such means were justified in view of the end to be achieved.

8. Most of the teachers who had been trained for the teaching of general language as a special subject between 1929 and 1939 were occupying administrative positions in 1947. No attempt is made here to claim that their methods course in the teaching of general language made them any better qualified for administration. But promotion for good teachers in the elementary school is comparatively rapid, and in the course of a ten year period the strong seventh and eighth grade homeroom teachers are considered good material for promotion. In this situation the supervisor found a rich opportunity for a long term project of improving and strengthening the general language program. In those schools in which a previously successful general language teacher was now (1947) acting as assistant principal or principal, everything possible administratively was being done to facilitate and expedite the teaching of general language. Such information, secured during a conference with the principal, impressed the supervisor with the importance of providing a happy and successful general language teaching experience for future administrative personnel. By the same token the supervisor never failed to recommend a good general language teacher for promotion whenever the opportunity presented itself. This recommendation served not only as recognition of work well done but

also as insurance for an administrative personnel sympathetic toward what the general language program has to offer.

Summary and Evaluation of Individual Approach

In reviewing the benefits derived from and the difficulties encountered in the use of the individual approach to solving problems in the area of general language instruction, the supervisor came to these conclusions:

1. Changes for the better were made in the language arts program in several schools. Personal conferences with teachers and principals in individual schools helped them to see the need for and to appreciate the value of the course of general language in their school. After one such conference an assistant principal said, "I'm sold on the value of such a course to our underprivileged boys and girls and would like to see it tried out. I hope some of you homeroom teachers will try it next semester." Another principal said, "I have been wanting to introduce general language for some time, but I have been waiting for instructions from the supervising principal to start it." Permission and encouragement were easily secured from the supervising principal that same day. During the period of this study general language was added to the program in twenty elementary schools. Because of the nature of personal contacts in nine of these schools the supervisor feels that the extension of this program was prompted by the manner in which the individual approach was used. At the same time the supervisor is aware of the fact that other factors were operating to facilitate acceptance of the general language program, and he does not presume to claim that the individual approach was more than a help in effecting a change for the better.

2. Follow-up visits to schools showed an improvement in methods of instruction. Better use was being made of reference materials, library books, audio-visual aids, and more socialized classroom procedures. One teacher said, "The pupils look forward to the radio program each week now. We look up the topic of the program in advance and do our reading around that subject so that we are better prepared for the discussion that follows the broadcast." Comments made by other teachers are as follows:

> Your suggestions on scrapbooks were very helpful. Each day the boys and girls just flood my desk with interesting material from the magazines and newspapers.

> My work has become a pleasure to me now. In fact, the committees have just taken the class out of my hands. All I do now is to help with the planning and to interrupt with a leading question now and then when I see that the discussion is beginning to stray from the topic.

> Our general language time has now become an activity period. There is so much to be done the pupils can hardly wait to get at their projects. In fact, I let some of the students who finish their other work early go over to the corner and continue on what they've started in general language.

3. The difficulty of measuring historical-cultural benefits to boys and girls makes it impossible to give an accurate measurement in this study. Ultimate objectives in a course of this kind are not often realized until years later. But, if the current philosophy of education is accepted that what happens to the child while he is learning is as important as the subject matter, then it is possible to make some evaluation through observation of his activity and the "tonal atmosphere" of the room while that activity is being performed. In several schools where individual help has been given the principals report as follows:

> Things are going along much better now. The discipline has improved, and not so many pupils are being sent to the office.

The mere absence of disciplinary problems has not impressed the supervisor--only when the lack of unpleasant overt behavior has been caused by increased activity and participation in constructive classroom projects has he felt that improvement has taken place. Repeat visits to many of these classrooms showed:

a. An eagerness on the part of the pupils to participate in class discussions and activities.

b. A friendly, happy atmosphere in the room without tension.

c. A spread of the general language interest to the choice of materials for exhibit cases, other classrooms, and to school and community programs.

d. Fewer instances of disciplinary problems.

e. More contributions from home and the community to classroom work.

f. More instances of talking about what is being done in general language class when the pupils are asked about their school work.

g. More instances of preference for the general language class expressed by pupils.

4. An improvement in teacher morale was noticed by both principals and the supervisor. There were fewer instances of complaint about having to crowd into a homeroom program one hundred minutes of a subject the teachers felt they didn't know how to teach. Many teachers themselves expressed pleasure over the general language work, and they, like the pupils, said they looked forward to the general language period. Such expressions as these indicated a lifting in teacher morale:

> Oh, I like the days we have general language. There is such freedom in the choice of materials and so many different things we can do.

We call this the Opportunity Room, and all the boys and girls feel especially privileged to have Miss R_____ for their teacher in general language.

General language gives us a good chance to have a socialized recitation. I want you to see the class organize a panel discussion before you leave. We have made great progress since the beginning of the semester.

I never feel that I am really teaching a class when the general language period rolls around. Each group has its own assignments and plans, and they often accept me just as one of the group members in their discussions.

General language used to worry me, but now with these sets of books from the library all organized around the reading units, we never quite know when our reading is over and general language begins.

We are so glad you came out to visit us today. You know we have never been visited by the general language supervisor before, and our boys and girls feel so proud when company comes.

When I asked the class whom they would like to invite for the presentation of their culmination lesson on the English language, they asked me to invite you back again, and I know you too will be pleased to see what a fine job they have done.

5. As a check on the effectiveness of an instructional program, visits to individual schools and teachers have proven very effective. If a supervisor wants to see how the teachers are teaching in a subject matter area, he must get into the classroom to see what is going on. It is an excellent follow-up procedure.

6. In a large system a program of individual visits is too slow a means of effecting improvement. To make a visit and a conference effective a supervisor must be able to spend several hours in each school building. The other demands on a supervisor's time will not permit him to make enough visits each semester to accomplish his purpose.

7. To rely entirely on this kind of an instructional program is expensive for a board of education when mileage is paid the supervisor for

his trips to the schools. With some schools being located as far as twenty miles from the central office, a semester full of personal visits would be an expensive program. To have the teachers assemble at a central meeting place would be an economy as far as the board of education is concerned. On the other hand, it is discriminating against the classroom teacher who is generally not paid mileage for travel to instructional meetings. Should a board be called upon to pay mileage to all these teachers, then the difference in cost for travel might be negligible.

8. The presence of a single individual showing up in the different schools and promoting the same objectives makes for a kind of stability and uniformity that many teachers and administrators have found desirable. They feel that through these visits they are able to keep in touch with the philosophy and policies recommended by the Division of Instruction.

9. For teachers who are having difficulties peculiar to their own school the individual approach has been found to be very helpful. Observation, suggestion, conference, re-teaching, and even demonstration teaching have all been found helpful tools on a personal visit to a weak teacher or to one who is faced with special problems.

10. On a few visits the supervisor has met with an almost open resistance and some hostility from both the principal and the teachers. Each was loyal to the other, and the supervisor was made to feel like a suspicious intruder. He felt the resistance, and was quick to make his visit merely a friendly, get-acquainted occasion. He realized that these people were not ready for a personal classroom visit. These teachers were later involved in group discussion and planning with teachers from other schools. This subsequent orientation and exposure to a more liberal

philosophy made them more amenable to the supervisor's visits at a much later date.

11. In using the individual approach, the supervisor has found that it is important not to let the conference get too personal. To establish a benevolently paternal relationship in which the teacher performs for the approbation of his superior only is not conducive to growth on the part of that teacher. The visitor has often become the object of too much unwelcome attention and insincere flattery. For such teachers as these the group process may be a help in changing their values and in getting them to accept reality with greater poise. Should a superior have the time and the proper psychiatric background to accept this adoption in loco parentis by the teacher, all well and good. Certainly, whatever the supervisor can do to improve the mental health of his teachers will also improve the quality of instruction. In extreme cases of this kind this supervisor has found it wise to ask for help from an expert in the field of psychology and psychiatry.

12. Finally, this study has shown that individuals are extremely capable and productive, but in all this individual productivity instructional improvement does not necessarily take place. For a teacher to work successfully with a group of pupils in a classroom, she herself must have had a pleasant experience working with her peers and her superiors on the administrative staff. Individual contributions made to expedite and to supplement some group project, providing it is accepted wholeheartedly by the group, by that very process becomes integrated with the group product and into the group experience so that it is instrumental in changing for the better the behavior patterns of all concerned. In short, the

individual experience is good for the individual, and may produce excellent source or reference material for others. The others must experience it in their own way before it can be meaningful to them.

CHAPTER V

A SPECIAL METHODS COURSE

The preceding chapter gave a description and an evaluation of a supervisor's activities in using the individual approach to bring about certain educational improvements in a subject matter area. This present chapter will discuss his success and difficulties in using a special methods course to effect such improvements.

Need for the Course

In view of the fact that many teachers of homeroom subjects were being asked to teach a class in a new subject matter area, a special methods course seemed the obvious answer to that problem. The fact that such a course had already been organized and offered by a local university made it seem a waste of educational opportunity not to take advantage of it. In replies to questionnaires several teachers had asked to have such a course offered on a graduate level so that the credit earned would help to validate their permanent certificates and also count toward an advanced degree. As the supervisor in this study of techniques to improve instruction debated the use of the general language methods course as an effective instrument, he considered the following aspects of the course in the light of how meaningful each would be to the teacher of a new subject:

1. The Deputy Assistant Superintendent of the Detroit Public Schools had said that general language was definitely a part of the elementary school program. This meant the extension of the general language program from fifty-eight elementary schools to approximately 110 schools containing the seventh and eighth grades.

2. In the majority of schools the homeroom teachers were being asked to teach the new course.

3. Most of these teachers had not had a special methods course in the teaching of general language.

4. Beginning teachers needed ten hours of additional graduate work to validate their certificates for teaching.

5. The methods course offered graduate credit for those teachers working for an advanced degree.

6. The local municipal university, authorized by the state to give work leading to a life certificate, offered the course.

7. The language supervisor in the public school system whose job it was to evaluate the teaching in the area of general language taught the special methods course. This was a wonderful opportunity for the articulation of the theories of a university course with actual practice in the grade school classroom.

In an effort to improve the efficacy of the course as a means for instructional improvement certain other physical adjustments were made, such as these:

1. In accordance with the suggestions of several in-service teachers the course was offered in the fall semester when teachers, refreshed from a summer's vacation, would feel more like taking extra courses.

2. Monday at 4:30 P.M. was selected as the most convenient time. Teachers felt that they would rather spend a long day on Monday so that they could have the evening and the rest of the week free for recreation.

3. To promote a more informal and congenial atmosphere the class was moved from a university classroom to a conference room with a large table over in the Division of Instruction building.

4. Refreshments lent a warmth and friendliness to the class meetings on several occasions.

5. The very learned and difficult philological text was set aside in favor of a more popular treatise on philology written for the layman.

6. The general language text used in the schools was brought in and used as the core for class discussion.

Nature of the Course

In planning the semester's work for the course the supervisor constantly tried to make each lesson meaningful and practical for the members. Successful, experienced general language teachers were brought to class to tell about their work and to answer questions. In-service teachers and student teachers had opportunities daily to try out new ideas in their classrooms and to draw from their own experience in class discussions. Planning for the course was done by the members. It was their idea to organize the work around the lessons in the school text that they would be using as general language teachers. This very pragmatic approach worked out very happily in spite of the supervisor's fears about the possible lack of appreciation for the philosophy of what the general language course represents.

The collection of realia for each unit or project became a part of each week's preparation. Audio-visual aids were checked and listed. Each session became a pooling of helpful information and an evaluation of the best methods for the presentation, development, and checking of a general language unit. The teacher members brought in their contributions from their different and widely scattered schools, and the supervisor brought in his observations made on his several visits to schools other than those

in which class members were teaching. With the help of recorders and a mimeograph machine the class developed a notebook of teacher helps of inestimable value. Appendix C is a copy of one of the lessons showing the product of class activity with all suggestions incorporated into one report.

In conducting a methods course enrolling in-service teachers, student teachers of general language, and student teachers preparing to teach in other subject matter areas, the supervisor was constantly aware of the need for a characteristic approach that would at one and the same time create a relaxed, permissive atmosphere for class discussion, and serve as a kind of catalyst when differing opinions seemed to create an impasse. The in-service teachers generally were apt to be slightly embittered and disillusioned about the university concept of what good teaching should be. It was their role to belittle the more idealistic and theoretical approach by such remarks as these:

> You can't do that in a classroom of forty-five pupils.
>
> The principal won't allow that. He'll think you're running a circus with all that noise going on.
>
> We can't send pupils to the library in our school to look up information. They have special library periods with special assignments of their own.
>
> Our school doesn't have a library, and we are in a poor neighborhood.
>
> Yes, we have a radio and a phonograph, but there is no electric outlet in my room.
>
> But how are you going to mark the pupils? There is a place on the report card for reading, English, spelling, etc. Our pupils want definite assignments that can be marked so that they know what their daily grade is.

On the other hand, there were the naive, beginning student teachers who appreciated the philosophy of freedom for learning in the classroom, but who did not yet understand the self-discipline, the organization, and subtle control that were necessary before purposeful activity could take place without the restraint of authoritarianism. The following remarks are typical:

> Every time I tell my class they can have a free reading or a free activity period, my critic has to step in and quiet the class. She says that I have to develop better control and discipline.
>
> All my teachers ever did was to sit behind a desk and make assignments. How can we be expected to do otherwise?

The instructor found it difficult at times to treat the remarks of an in-service teacher with respect, just as he found it exasperating on occasion to condone the criticism of the student teacher speaking from too little experience. Each class meeting was an opportunity for greater self-control, permissiveness, subtle guidance, and encouragement of growth as prospective teachers on the part of both instructor and class members. The class activities, discussions, evaluation of materials, treatment of actual classroom problems, all helped the students to evolve a new philosophy, or at least a changed philosophy, toward general language as a subject and toward teaching in general.

Participation in the Course

Aware of the rapid turnover and promotion of teachers in the elementary school, the supervisor hoped to build up a backlog of general language teachers by contacting teachers in the lower elementary grades. Realizing that these teachers of the fourth, fifth, and sixth grades would soon be teaching seventh and eighth grade homeroom subjects in many

instances, he extended to them an invitation to join the class in anticipation of a future need. Appendix D shows how little pressure was brought to bear on them and how the advantage to the teacher was emphasized as making the special methods course meaningful to them. Notices were sent to the principals of all elementary schools, and posted in the school office. For the convenience of as many teachers as possible the course was planned for a school semester, and also for the summer school program.

During the period from September, 1947, to September, 1951, sixty people have taken this methods course. Each class averaged fifteen members. Of this fifteen about eight were student teachers preparing for secondary foreign language placement. There were "minors" from other departments, and only about four were in-service teachers of general language or teachers who were going to teach general language in the near future. In the Wayne University summer school program for 1950 and 1951 the course was listed in the hope that teachers would take advantage of the opportunity to take the course as two hours of the necessary ten needed for a permanent certificate or as part of the Master's degree program. In the 1951 summer school only six people signed up for the course. Of these only two were in-service Detroit teachers. In the 1951 summer school, of the seven who appeared, only four were in-service Detroit teachers. The other students were summer school visitors from other states. In each summer school class the enrollment of less than fifteen made it necessary to discontinue the class. In the fall of 1950 two of the in-service teachers who were disappointed in the summer school class that failed to materialize appeared for the regular September session. During the period of this study, 1947-1951, there were only sixteen in-service teachers who

took the general language methods course. Of these sixteen, nine were actually teaching general language; the remaining seven were lower elementary grade teachers with hopes of one day teaching seventh and eighth grade subjects. Including the four teachers who showed up for the 1951 summer school class, there were in all twenty Detroit in-service teachers who gave evidence of an active interest in improving themselves by enrolling in the course offered by the university.

Of the many student teachers who have taken the course as part of their language education in the primary-secondary education program, eight have accepted teaching assignments at the lower elementary level until such a time as openings appear in foreign language or general language teaching. These beginning teachers have been rated as good teachers by their respective supervisors and principals. The nature of their work and the "tone" of their language arts teaching indicate that the general language methods course made a significant contribution to their preparation for teaching.

Evaluation of the Course

The informal and challenging atmosphere that the supervisor tried to maintain while the methods course was in session encouraged the class members to express themselves freely when they were asked to give an evaluation of their semester's work. In an informal paper during the last class meeting of the term the students were asked, "After your semester's work in this methods course, how do you feel about it? Has it been of value, or not? Give its good and bad points as far as you are concerned. You need not sign your name." An inspection of the replies revealed a majority of favorable reactions, such as these:

> This is the first education course in which I have been able to say what I think without fear of being embarrassed or squelched.
>
> My other courses have been all theory taught by people who had never had classroom experience with boys and girls in the grades. I like this practical approach.
>
> This is what I have been waiting for. We can read all the philosophy we want to out of books. I want to know what to do when I get up in front of the class and have to start teaching.
>
> I never realized how helpful audio-visual aids could be in planning a unit's work.
>
> I tried out our suggestions given last week for teaching the chapter on the alphabet. It worked just fine, and the class is really enthusiastic about the whole project.
>
> Our school hasn't started general language yet, but I used the chapter on words for an English lesson. It worked so well that I am going to try other chapters the same way.

Such remarks as those given above, without pressure and with the enthusiastic facial expression, tone of voice, and reflected glow of a successful experience, are indicative of an improvement in that teacher's morale, the quality of her instruction, and consequent benefits to boys and girls.

Some typical unfavorable comments were:

> At the beginning of the term too much time was spent discussing the philosophy behind the course. I wanted something I could use immediately.
>
> I feel that it is a waste of time trying to teach boys and girls a smattering of a few languages. The time could be spent better concentrating on one foreign language.

Other negative remarks were so few and varied as to defy definite classification.

Principals have reported a change for the better in language arts instruction in their schools after a teacher had taken the general language

methods course. The comments given below are indicative of the kind of remark made by interested principals:

> Miss K_____'s work shows a decided improvement. I am pleased to see the increased interest shown by the pupils and the many worthwhile activities going on in her room.
>
> Mr. M_____ is so enthusiastic about the general language methods course, and has come back with so many worthwhile ideas that our school is going to have the other language arts teachers take the course next fall so that we can open up two new rooms to general language.
>
> Miss S_____ took the course last semester and has been putting so much pressure on me to let her start general language that I am going to give in and let her try it.

On the other hand, some principals made these comments:

> Both Mrs. S_____ and Mrs. Y_____ have responsibilities at home, and we just can't ask them to spend hours in the late afternoon going down to the university to take another course.
>
> Those methods courses are all right for people with no experience in teaching. Our teachers certainly don't have to take a whole semester's course to learn how to teach a new language arts subject.
>
> Our teachers did not ask to teach this new subject imposed on them. They shouldn't be asked to take another course in order to teach it.

As a general rule, few principals would have the courage of their convictions to express themselves in this vein, but from his experiences in some schools, the supervisor was made to feel that such an attitude prevailed. To him it seemed to be a kind of drifting away from a professional attitude toward teaching, and a trend toward the kind of materialistic philosophy that demands a definite closing time for work with time and a half pay for overtime. The supervisor regretted the fact that the teachers could not take the methods course on school time, or that some form of compensation in either time, freedom from duties, or money could

be granted them in exchange for the time and effort expended in attending a course of this kind.

Merits of the Methods Course As A Technique

From his observations in visiting schools, conferences with principals and teachers, and inspection of teachers' and pupils' work in the classroom the supervisor arrived at the following conclusions about the merits of a special methods course for instructional improvement in general language:

1. The fact that a teacher or teachers have had the general language methods course has definitely affected a school curriculum for the better. Principals have been reluctant to extend the general language program in their schools when no one was prepared to or felt qualified to teach the course. In several schools during the time of this study, once a teacher had taken the course, general language was added to the program. Even in those schools in which a principal was not sympathetic to the general language program the subtle pressure of a good teacher who had experienced the general language methods course has often won over the principal to an acceptance of the inclusion of general language in the language arts program. Here the supervisor must admit that in one or two cases an in-service teacher failed to get much of anything out of the course, but the fact that the course had been taken impressed the principal sufficiently so that the general language program was extended in that school. In such an unfortunate instance it is hoped that individual help or group workshops will supplement the preparation of these weak teachers.

2. In those classrooms in which the teacher has had a special methods course in the teaching of general language there is evidence of

instructional improvement. The rooms show that the teacher is conscious of the effectiveness of audio-visual aids. The bulletin boards are covered with stimulating and challenging material; pupils' projects are appropriately displayed, arrangements are evident for the use of radio, phonograph, and projector. Observations of lessons taught by these teachers reveal an appreciation for good stimulation, purposeful classroom learning activities, and adequate culmination or summary exercises. Further visits to other language arts classes taught by these same people show that instruction in reading, English, and literature is enriched whenever the topic touches on subject matter related to the work in general language. In several schools during the spring semester of 1951 general language projects were enlarged and brought into the auditorium for inclusion in the school-community program planned as part of the celebration for Detroit's 250th birthday.

3. The methods course has helped to improve the morale of teachers. The fact that such a course is offered means that they need not flounder indefinitely. Those teachers who have taken advantage of the late afternoon class have expressed a feeling of security, self-confidence, and pride in the fact that they felt well prepared to teach the course and, furthermore, that they were looking forward to trying out some of their new ideas. They appreciated the fact that the course was organized around their immediate felt needs. Of especial value to them was tne encouragement and the help they received in making plans for the better correlation of general language and the other language arts. Their experience was such that they acquired a "feeling" for the correlation and better integration of all subject matter areas.

4. Greater benefits to the pupils have been the natural products of the improved curriculum, improved instruction, and better teacher morale described in the preceding paragraphs. Principals and parents have been pleased to see the increased purposeful activity on the part of the boys and girls. Several parents have commented on the energy with which their children have pursued their research for information and materials for certain general language projects. For the supervisor in this study it has been reassuring to know that the general language activities in these schools provoked few such comments on the part of principals and parents in the years before the teachers had taken the general language methods course. In all his visits to schools the supervisor has made it a point to inquire from principals and teachers about the status of general language in each school at and up to the time of his visit. Furthermore, teachers in other rooms have taken the trouble to report on instances of growth and extended interest evidenced by the pupils. On several occasions these teachers were surprised at the information offered by their pupils. When asked where they learned certain things, the pupils said that they had discussed them in general language class.

5. The methods course has provided an excellent opportunity for the supervisor and teachers to become better acquainted and to establish better human relations among the administrative and teaching personnel. Working with the teachers in a classroom situation, the supervisor-instructor has been able to appreciate the potentialities of his teachers, and to encourage maximum growth on their part. As for the teachers, the presence of their supervisor-instructor was a challenge for them to put forth their

best effort as a matter of personal pride and also as a chance to show him what they were capable of doing.

6. The methods course served as an excellent clearing house for problems that originated in the schools, problems that could not be brought up at the local faculty meeting in the schools because of the presence of the people concerned. Here, away from the school, the teacher was able to orient himself and get the unbiased suggestions of his classmates to help him. The need for the teacher to reconstruct a situation for the class to discuss often proved to be a means of his seeing it in a new light so that the solution appeared obviously simple. With no need to mention names, and with the assurance that no one knew the person or persons about whom he talked, a class member could give a clear and frank account of an incident in a school without fear of embarrassment or repercussion.

7. To have as members in such a course both in-service and student teachers created a learning situation in which the theory of the university classroom, glibly expounded by the neophyte, could be tempered by the background of practical experience of the in-service teacher. From the combined efforts of these two different types of students evolved tested techniques of value to all concerned. These techniques worked in actual practice, and, better than any other techniques evolved up to the present time, they achieved the objectives and purposes of the specific subject matter course.

8. The demands of such a course on the part of the instructor gave the supervisor an excellent opportunity to keep abreast of the latest developments in educational philosophy and educational psychology. He had occasion to evaluate the objectives of the general language program as a

continuing process, and to work out new and better techniques in the light of what the leaders in education recommended during the time the course was offered.

Difficulties Encountered in Using the Methods Course As A Technique

In his experiences in trying to use a special methods course as a supervisory technique for the improvement of an instructional program, the supervisor encountered the following difficulties and new problems that lessened the effectiveness of the course as a device:

1. The sudden shift of general language from the status of a special subject in a separate room to a homeroom subject created an emergency which found the majority of homeroom teachers unprepared. They were permitted and encouraged to teach the new subject without having to take a special methods course. Good teachers, as usual, were able to do an adequate or even a good job of teaching, but the average or weak teacher showed his lack of educational background and the need for specific instructional techniques. Unfortunately, these average or weak teachers, frequently unaware of their weakness, were generally content to do a barely adequate job of teaching just so long as no pressure was brought to bear on them to get such help as a methods course could offer.

2. Inasmuch as most new elementary teachers are placed in the lower elementary grades, by the time that they have worked themselves up to the status of seventh and eighth grade homeroom teachers, they have completed their extra ten hours work required to validate their life certificate, or they may even have completed work for the Master's degree. Up to 1948 the practicability of using the graduate credit for the general language

methods course had not been well enough advertised or called to their attention. It is felt that the right kind of publicity in the schools will bring an increasingly larger number of in-service teachers into the methods course with each fall semester. This will help to build up a backlog of qualified general language teachers ready to step into the seventh and eighth grade homerooms as the normal rate of attrition and turnover of elementary teachers creates openings.

3. Many elementary teachers are very content with the salary paid to teachers with a Bachelor's degree. They feel that the additional increment for a Master's degree does not compensate for the time and energy spent in earning the advanced degree. Hence, the fact that the special methods course offers graduate credit is no incentive to them. Some of them are very good teachers but there are a scattered few who are quite satisfied to depend on the instructional techniques of a previous generation, techniques whose effectiveness is questioned in the light of present day educational objectives.

4. Although general language is considered part of the program of the seventh and eighth grade elementary schools, and although it is being extended to more schools each year, the general language methods course is not included in the program for the preparation of later elementary teachers in the College of Education at Wayne University. This works a definite hardship on many student teachers who are specifically interested in later elementary placement. This oversight on the part of the university unfortunately belittles the importance of the subject in the eyes of prospective teachers, and also, over a period of time, wreaks a kind of sabotage on the general language program. Had each language arts teacher been

exposed to a short methods course or unit in the teaching of general language, the supervisor feels justified in saying that the status of general language instruction in 1947 would have been much better and the course would have been included in the majority of seventh and eighth grade elementary schools. When asked why no general language was offered in their schools, several principals very frankly said that no one in their building was prepared to teach it.

5. The supervisor recognizes the fact that civic and home responsibilities of experienced teachers make important demands upon their time. It is unreasonable and unfair to expect such teachers to give up their own free time and to pay tuition and travel fare to take an additional methods course without any material compensation or incentive. Up to the present time it has been impossible to make any concessions in free time or to grant freedom from teaching duties to those people taking university work after teaching a full day. There is no additional pay differential over and above that granted for a Master's degree. An appeal to professional pride during this present unsettled period of labor relations has accomplished good results in a few cases. But human nature--and teachers are human too--is such that some material form of appreciation would produce greater benefits to the schools, the type of instruction, and, most important of all, to the boys and girls, the very ones for whom the schools exist.

Summary and Conclusion on Methods Course

In the few schools in which there have been teachers who have taken the general language methods course the supervisor feels that there has been definite improvement as described above. Conditions being what they

are in a large city school system, a special methods course does not seem to be an effective means of improving an instructional program. The course was of value for the few participants involved, but the inability of the supervisor to get a large number of in-service teachers to participate forced him to conclude that the course was a poor technique for use in a large system such as Detroit. Nevertheless, a well organized course can be a great help in the educational preparation of a student teacher who is interested in and planning to teach in a specific subject matter area.

CHAPTER VI

THE GROUP APPROACH

The description of the individual approach in Chapter IV of this study made mention of the preliminary groundwork necessary to initiate a program utilizing the group approach to the solution of a problem or problems. The many individual contacts that helped to secure a permissive atmosphere for group organizations included gaining the support of the Supervising Director of the Division of Instruction, the Divisional Director of the Language Education Department, and the eight supervising principals of the elementary school districts. Certain mechanical or physical arrangements were taken care of at the same time that permission was secured for the series of group meetings. Buildings centrally located in each district had to be selected, individual principals of these buildings had to be contacted and made a part of the planning group, arrangements had to be made to have heat left on in the buildings after school hours and to provide for janitorial services. The more convenient and comfortable the physical environment, the easier it was to create a friendly and sympathetic attitude on the part of the group members. With such arrangements completed, the stage was set for the group meetings. The next step was to make known the purpose of the meetings and to send out the notices or invitations to seventh and eighth grade teachers to attend.

The Needs and Problems of Teachers

The problems of limited time and the best possible use of available time were constant pressures in the use of this particular approach that threatened to disrupt the democratic process so desirable in group work.

With meetings limited to only a few each year, and those after school hours in the late afternoon, the supervisor felt that some time could be saved before the first meeting by sending out an open questionnaire[1] in which teachers and principals were invited to list the difficulties and problems that stood in the way of a successful general language program in their schools. Forms were sent to each of the sixty-two schools offering general language at that time, October, 1948.

The following table shows the number of schools in each district to which the questionnaire was sent and the number of schools from which replies were received with a separate column for individual replies:

TABLE 1

REPLIES RECEIVED ON GENERAL LANGUAGE QUESTIONNAIRE

District	Number of Schools Contacted	Number of School Replies	Number of Individual Replies
Northeast and Southeast	20	15	26
North, Central and South	12	11	17
West and Southwest	14	12	16
Northwest	16	16	17
Total	62	44	76

The eight districts were grouped into four divisions for geographical convenience and to strike some kind of balance in the number of "general

[1] "General Language Questionnaire." A copy is given in Appendix E.

language" schools, using the number in the Northwest district as a starting point. Replies from individual teachers were countersigned by principals, a fact which may or may not have been interpreted as the principal's indorsement of the statements made.

The items on the replies were tabulated and listed in order, those mentioned most often heading the list. The needs, problems, and suggestions were as follows:

1. Shortage of student dictionaires. 22
2. Shortage of reference books in school library. 22
3. Shortage of general language bulletins. 17
4. Shortage of textbooks. 13
5. Provide demonstration lessons. 6
6. Provide book kits for reading on each country. 5
7. We need foreign language dictionaires. 4
8. A unit on world friendship should be presented before the introduction of a foreign language. 4
9. A course of study or teachers' manual is needed. 5
10. More supplementary and reference materials are needed. 3
11. Organize discussion meetings. 3
12. Put more stress on the functional aspects of language and the appreciation of word meanings. 2
13. Permit visiting days for teachers. 3
14. Furnish foreign language recordings. 2
15. Eliminate split sections. 2
16. Let us observe a lesson in the teaching of Spanish, French, or German. 1

17. Use key teachers to help. 1

18. Give a definite statement of aims and purposes. 2

19. Distribute bulletins on specific techniques and approaches. 1

20. More time is needed to teach general language. 1

21. General language should be taught in connection with other language arts in the homeroom. 1

22. Start in the sixth grade or lower. 1

23. Write a bulletin or chapter on Portuguese. 1

24. Offer a special methods course on the graduate level for the teaching of general language. 1

25. Provide a list of audio-visual aids. 1

26. Provide lists of free and inexpensive teaching material. 1

27. Give us simple stories in foreign languages. 1

28. Organize units of interest to meet the needs of children. 1

29. Provide more material for slow pupils. 1

30. Present guest speakers at meetings. 1

31. Put more stress on grammar. 1

32. Furnish a guide to pronunciation. 1

Some attempt was made to screen the replies in the belief that they would normally fall into three categories; physical, human, and self items. With the possible exceptions of numbers 5, 11, 13, 16, 17, and 20, all items were physical in nature. In fact, all of them depend on some physical arrangements. The following table gives a tabulation of the itmes according to the four groups into which the eight districts were organized:

TABLE 2

NUMBER OF TIMES ITEMS WERE MENTIONED
ON REPLIES BY DISTRICTS

Item	Districts				Total
	NE-SE	N-C-S	W-SW	NW	
1	8	2	6	6	22
2	6	4	7	5	22
3	6	4	2	5	17
4	5	3	2	3	13
5		2	3	1	6
6	2	1	1	1	5
7	1	2		1	4
8	1	1	1	1	4
9		3	1	1	5
10		1	1	1	3
11			2	1	3
12			1	1	2
13	2		1		3
14		1		1	2
15			1	1	2
16	1				1
17		1			1
18		2			2
19		1			1
20		1			1
21				1	1
22				1	1
23				1	1
24		1			1
25				1	1
26				1	1
27		1			1
28	1				1
29			1		1
30	1				1
31			1		1
32			1		1

The generally scattered pattern of needs in all the districts seemed to indicate that the problems were very much the same, and that the difficulties standing in the way of better general language instruction in the teacher's opinion lay outside of the teacher's self. Superficially, it

seemed that improvement depended on the better distribution of books, materials, bulletins, and manuals.

This roster of needs was mimeographed and ready for distribution at the district meetings of general language teachers. With something so tangible as this to start on, it was felt that time was saved in having this material prepared ahead of time. There was a further advantage in having such a compilation inasmuch as the roster listed the problems of teachers from most of the seventh and eighth grade schools in the city. The teachers received some comfort and encouragement in the realization of the fact that their problems were not unique.

Organization of District Meetings

At least one teacher from each school was expected to attend. Other teachers in the schools who were interested in the general language program were cordially invited to attend. In some schools the number of teachers per half grade varied with the enrollment so that there may have been three teachers for an eighth grade one semester and only one or two the following semester. Table 3 shows the average attendance at the district meetings.

The poor attendance of Northwest homeroom teachers at meetings may have been due to the fact that the initial meeting was held on the day before the Michigan Education Association convention. School had been dismissed at 3:30 P.M. that day, and many teachers were eager to make the "best" use of their long weekend. This was poor planning on the part of the supervisor and is another indication of the fact that it is important to start off a project well. This Northwest group never quite recovered from the poor beginning; that is, it did not expand to the extent that the

TABLE 3

ATTENDANCE AT DISTRICT MEETINGS

District	Invited				Attended			
	SP*	P	T	Total	SP	P	T	Total
Northeast and Southeast	2	20	20	42	1	1	19	21
North, Central and South	3	12	12	27	1	1	21	23
West and Southwest	2	14	14	30	0	3	24	27
Northwest	1	16	16	33	0	1	12	13
Total	8	62	62	132	2	6	76	84

*SP-Supervising Principal, P-Principal, T-Teacher

others did. Depending on the number of general language teachers in the districts and upon the convenience of the central meeting place, some of the districts were combined. This helped to develop the feeling that the teacners were working on a city-wide educational problem. It also helped them to widen their circle of professional acquaintances.

The purpose of the first group meeting was to select the most important problems from the list for further discussion and corrective action. The importance of a problem was interpreted to mean that problem the solution of which would be most helpful to the teacher in improving instruction in general language. In the discussion of certain items that were a matter of supply and proper requisition the difficulties were soon taken care of by calling attention to recommended procedures and directing requests through the proper channels. Further consideration brought the groups to the realization that meeting some needs depended upon the

solution of problems greater in scope. This deduction considerably narrowed the choice of problems for immediate attention. The interest of the groups centered around (1) the need for a teachers' manual or guide to the teaching of general language and (2) around suggestions for the better correlation and integration of general language with the other language arts subjects. These two centers of interest controlled later developments.

Encouraged by the writings of Miel, deHuszar, Koopman, Misner, and others quoted in Chapter III, the supervisor guided the group activity to the formation of smaller groups of individuals with common interests for the purpose of working out subordinate aspects of the problems. In these smaller groups many opportunities presented themselves for individuals to make worthy contributions. Forty-eight individual projects on the integration of the language arts subjects were presented for group evaluation, augmentation, and possible later acceptance. The language education bulletins, The History of the English Language, and the Supplement to the General Language Bibliography, are excellent examples of the work done by two small committees.[1] These bulletins have been mimeographed and distributed as a help to all the general language teachers in the city. Other bulletins comparable in merit are being processed and edited as of September, 1951, for the same kind of distribution and sharing. Appendix H is a roster of teachers who have volunteered to be chairmen of groups interested in preparing the resource units indicated after their names.

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[1]Copies of these bulletins are shown in Appendices F and G, respectively.

The gratifying response from the committees working on integration projects pleased the supervisor in that he felt sure of growth on the part of teachers who would follow through on their projects. Not so important to him were the completed units themselves as the changes that took place in the teachers who worked on them. Aware of the direction that the group activity should take and fearful that time and energy would be wasted, the supervisor was especially alert at this point in the group discussion to guide the thinking of the members toward a consideration of just what should be included in a unit on the integration of language arts subjects. A sub-committee forthwith chose to do some research on the problem, and at a later meeting presented a statement on the purpose of language arts integration committees, a suggested bibliography, suggestions, and a guide for the preparation of a resource unit. Examples of these are given in Appendices I, J, and K, respectively.

With such guides to follow, a definite goal in mind, and the encouragement of their peers and superiors, these committees of teachers have produced and as of September 1, 1951, are still producing excellent instructional materials to be shared with their colleagues. The publication and distribution of each new bulletin, with due credit given to those teachers responsible for the preparation, has been an added incentive to other groups to improve their own work and to hasten its completion. The recent bulletin on Free and Inexpensive Materials for Use in General Language and Foreign Language[1] has received high praise from teachers and principals alike.

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[1] A copy of this bulletin is given in Appendix L.

A Group Project

In the other groups that chose to work on the problem of a teacher's manual and guide for the teaching of general language the approach was much the same. Those who were more inclined to follow the longer used approach to problems, historically, chose to follow the chapters or units in the course of study as it existed. Most of these teachers were used to the then existing organization of subjects in the curriculum. It became clear in the supervisor's thinking, regretfully, that the term "integration" was frightening to them in that it meant the breakdown of subject matter barriers and only incidental learning of the fundamentals. The supervisor felt that it was wise not to press the point, and encouraged the teacher groups to select what was meaningful to them. Having chosen the problem of a teacher's guide, the members seemed to feel immediately more at ease and secure. They were not yet ready to take the big step to integration, but were willing to work along at their own pace at their level of understanding. It was the supervisor's hope and belief that upon the completion of their project they would have accomplished a practical and functional kind of correlation and integration of subject matter that would serve as an important milestone in the growth and understanding of language arts teaching. The realization of constructive research and activity among group members was the immediate goal. But they profited in more than in obtaining new resource units to supplement their classroom work. The experience in formulating objectives, in realizing the essential purpose of their activity, in making social contacts, and in enjoying the satisfactions that come from the practice of good human relations, gave them a broader understanding of their place in the educational and

social system as well as a greater sense of enjoyment in filling that place well. Here the supervisor found an opportunity to guide the group to a consideration of the objectives and the philosophy behind each lesson that they were to plan. The group worked out the following general pattern:

1. Objectives
2. Stimulation and motivation
3. Learning activities
4. Correlation with other subjects
5. Summary and evaluation
6. Materials and references
7. Audio-visual aids and community resources

In the consideration of each of these items and in the research necessary for each, the concepts of the teacher members were broadened, and individuals became more and more aware of the correlation of their limited subject matter area to related fields. Teachers made suggestions freely and pooled their resources. With the help of recorders and a mimeograph machine tentative lesson plans were distributed, tried out in the classrooms and amended wherever they seemed to be inadequate. The series of twenty-one units worked out by these teacher groups over the three year period were compiled and published as a teachers' manual and guide in December of 1951.

In all this group activity there were scores of opportunities for the recognition of individual contributions. With each such contribution there arose an occasion for the exercise of restraint and discretion on the part of the leader so that the members of the group would feel free of

their own volition to reject, amend and accept, or accept unchanged, the work of the individual. Here again the supervisor felt the need for the use of a characteristic approach that recognized the worth of all individual opinions, and that was constantly aware of the need to build good human relations. Embodied in this characteristic approach were the skill for encouraging the timid, and the kind of tact that could help the more aggressive to be generous to the less outgoing members. With the help of others who were also sensitive to the need for good human relations many retiring individuals turned out to be among those who made the best contributions.

A Follow-Up Procedure

In October, 1950, some time after these group meetings were under way and after the supervisor felt that their effectiveness should be felt in the classroom, a follow-up questionnaire[1] was sent out to the schools for two reasons. First of all, the bulletin served as a report to the principal and to the general language teacher telling them what action had been taken on several of the items listed among the original list of needs and difficulties of teachers. The second reason was to find out from the teachers and principals how they felt about the general language program after several years of activity to improve it. The questionnaire was sent to seventy-seven different schools; there were sixty-two returns, fifteen made no reply. The nature of the questionnaire was such that the school had an opportunity to express a reaction to the general language program,

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[1]A copy of this questionnaire is given in Appendix M.

to make suggestions, and to list further needs or difficulties. The following list contains the suggestions that were given for the course:

1.	More time should be given to general language.	7
2.	Suggest semi-monthly reports.	1
3.	Suggest voluntary drawing.	1
4.	Scrapbooks of pupil's choice.	1
5.	Grammar study should be functional.	1
6.	Mastery of English should be aim of course.	1
7.	Work improves with more reference books in library.	1
8.	Exchange classes with a teacher who has had training in a foreign language class.	1
9.	The English grammar of the text should be taught in English classes.	1
10.	Conversational games stimulate foreign language learning.	1
11.	More emphasis should be put on vocabulary building.	1
12.	Radio programs should not be scheduled at time of class passing.	1
13.	Simplify radio programs for elementary pupils.	1
14.	Offer methods course at graduate level.	1
15.	Clarify the treatment of grammar.	1
16.	Give demonstration lesson with class of forty and split section.	1
17.	Put more emphasis on grammar.	1
18.	Offer general language as a special subject in a special room.	3
19.	Establish better correlation between elementary and intermediate schools.	1
20.	It is better to teach split sections as one group.	1
21.	Each teacher has to work out his own procedure.	1

22. Tell us what to do with split sections. 1

23. Suggest exchange students with other countries. 1

24. Use Junior Scholastic for supplementary material. 1

25. Use Adventures in Language by Tanner, Lawler, and Riley for supplementary material. 1

26. Use UNESCO Courier and The Sky River by Chang Fa-Shun for reference. 1

27. Page eight of bulletin, The History of the English Language should read "A famous Celtic king was Arthur--" 1

Many schools still felt a need for materials as the following requests indicated:

1. Need specific published bulletins. 3

2. Need dictionaries. 2

3. Descriptions of successful projects. 2

4. Need more advanced and sophisticated material. 1

5. Material is entirely inadequate. 5

6. No library, reference books inadequate. 2

7. Need more reference books in library. 5

8. Need set of reference books in classroom. 2

9. Need a foreign language dictionary. 1

10. Need a teacher's manual. 5

11. Shortage of textbooks. 1

12. Need more resource units. 3

13. Need list of audio-visual aids. 1

14. Need maps. 5

15. Need information on more types of written work. 1

16. Need a record player. 1

17. Need a traveling book kit for special units. 1

18. Need booklet on word origins. 1

The replies contained the following favorable responses:

1. Satisfied with the course. 29
2. Course works very well. 4
3. Like the flexibility of the course. 3
4. Enjoy contacts at teachers' meetings. 1
5. Bulletins are very helpful. 22
6. Correlates well with other subjects. 9
7. Radio programs have been helpful. 2
8. Ample supply of material in room and library. 2
9. Course is excellent core for language arts subjects. 1
10. Audio-visual aids are very helpful. 3
11. Children's Museum has been helpful. 1
12. Impossible to use all material available. 1
13. We have built up a fine classroom library. 2
14. New machine for filmstrips and our record player are very helpful. 1

These were the unfavorable responses:

1. Course contains intangible material, useless and ridiculous. 1
2. To study so many languages is wasteful of time. 1
3. The material and the text are outdated. 1

Fifteen schools failed to send in a return on the questionnaire.

Conclusions on the Group Approach

From the replies given on the questionnaire, personal observation in the schools, conferences with individual teachers and principals, and an

open questionnaire given to pupils in several schools, the supervisor feels justified in making the following conclusions:

1. The fact that seventh and eighth grade language arts teachers were involved in working out problems in the teaching of general language has resulted in an improved curriculum in the respective schools. The teaching of general language has spread from sixty-two elementary schools in 1947 to eighty-two elementary schools in 1951.[1] This does not include additional classes or the extension of the general language work in those schools that already offered the course in one grade. Teachers involved in some of the group activity were curious and eager to try out some of the sample lessons they had worked on. After several of these successful experiences it was not unusual for the principal to call the Language Education Department to make a requisition for a set of general language books. The fact that a set of books and bulletins of teacher helps could be sent out immediately before the enthusiasm waned was important in establishing the new subject in a school. One such principal expressed her appreciation in writing as follows:

> Thank you for the fine cooperation in getting our general language program started. Our books arrived promptly, and we are fortunate enough to have dictionaries for each pupil.

One supervising principal who had met with the groups called her principals together and announced that general language would be extended to include all the seventh and eighth grade schools in her district. This is but another corroboration of the statement made by experts in the area of the group process to the effect that the people responsible for making changes should be included in the planning and the discussions.

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[1] A list of the schools is given in Appendix A.

2. Group activities have helped to improve instruction. The general language teachers, who are also language arts teachers, planned their units around worthwhile objectives and purposeful activities in the daily lives of their pupils. This seemed to facilitate the integration of subjects. From his observation of the pupils the supervisor was made to feel that it helped to promote the growth of better integrated individuals. Such reports as these from principals and teachers indicate a rise in the quality of instruction:

> I have found general language an excellent way of coordinating language activities in several homeroom subjects. We have had outlining as a study skill, and pupils who give reports using their own outlines receive extra credit in English. Our new spelling books with their emphasis on derivatives have offered interesting openings for the discussion of word origins.
>
> The general language department has made correlation of subject matter seem workable during the past two years. They have not approached the subject as if it were the only subject that a homeroom teacher was expected to teach.
>
> I recommend using this coordinated approach because seventh graders seem to need a new center of interest. Their reading interests vary so greatly that it is difficult to find a theme that will hold the interest of the majority of a class, but the story of language seems to be able to offer some new appreciation, understanding, or viewpoint to every pupil.
>
> We use the general language text as a reference book in our language arts classes.
>
> Our general language is not taught at any definite time. Our teachers are alert to every opportunity to correlate the work with what the pupils are doing in reading, spelling, English, and literature.
>
> Our general language class prepared an exhibit for a meeting of the Democratic Human Relations Committee, which was attended by teachers from other schools and by members of the community. The class members served as guides, explained the exhibit to the guests, and escorted them to the auditorium.

3. The sharing of problems with other teachers and the realization that their efforts in working together have been fruitful seem to have

affected teacher morale for the better. The supervisor observed a growing friendliness, greater tolerance, and more optimistic attitudes develop from the first meeting to later ones as teachers had more successful experiences in their teaching of the subject. The group-planned lessons, projects, and bulletins which were shared with other teachers in the school system produced such reactions as the following:

> Thank you for the splendid report on the 1948-49 questionnaire. I appreciate the action taken on the suggestions made in the survey.
>
> It is my impression that this is one of the most practical and helpful bulletins which teachers in the field have received from the Division of Instruction.
>
> The bulletins and group meetings have been an education in themselves. They supplant the so-called "brush-up" courses.
>
> I am satisfied with the general language program in our school.
>
> The two new bulletins are very complete and full of fine suggestions for general language work. Appreciative thanks to the people who did such an excellent piece of work.
>
> The general language program is excellent. The material is interesting, readable, and practical.
>
> The general language program in this school adequately meets the needs of the pupils. We have an ample supply of teaching material in the library as well as in the classroom.

4. With an expanded curriculum to include general language, improved instruction, and better teacher morale, principals, teachers, and supervisors have observed certain overt behavior on the part of boys and girls that indicate certain benefits which the observers feel were not realized before. In those classrooms that presented an atmosphere conducive to pleasant learning experiences more and more pupils seemed to enjoy the constructive and purposeful activities planned and organized by teachers

oriented in the general language teacher groups. The reports of several teachers say:

> The wealth of material sent out by the language department and that brought in by the boys and girls keep us stimulated and appreciative of foreign countries and peoples.
>
> The majority of my pupils consider general language one of their favorite subjects. It is very easy to stimulate them and capitalize on this initial enthusiasm to build upon later.
>
> Because of interested, enthusiastic boys and girls I feel that our general language program is most satisfactory.
>
> The boys and girls enjoy studying the language especially.
>
> We are more than satisfied with the general language program, and feel that there is such a wealth of stimulating material always available that it is a pity more children cannot be exposed to the program.

In the belief that more learning takes place in a class that is enjoyed by the participants two teachers tried to measure the benefits accruing to the pupils by presenting an open and unsigned questionnaire. The pupils were asked to list in order the language arts classes they liked best. The tabulation of results is shown below:

TABLE 4

PREFERENCE FOR LANGUAGE ARTS SUBJECTS

Subject	1st Choice	2nd Choice	3rd Choice	Total
General Language	29	11	8	48
Spelling	5	9	19	33
Reading	9	14	9	32
Literature	11	16	4	31
English	0	4	9	13
Handwriting	2	2	2	6

Forty-eight of these fifty-six pupils indicated general language as a first, second, or third choice. Twenty-nine gave general language as first choice which is more than the first choice of all the other language arts subjects combined. The supervisor refrains from deducing from these figures that general language is the most interesting or beneficial language arts subject in the curriculum. There may have been other factors at work, such as an especial interest or enthusiasm on the part of the teacher. The figures seem to indicate how a subject can be "sold" to boys and girls when room is made for it in the curriculum and when the teacher is well prepared in temperament and disposition as well as in instructional techniques and materials.

5. Of all the techniques used by this supervisor, the group approach has been most effective in the orientation of teachers or in its advertising power for the subject. The fact that a program of instructional meetings was being organized and that something at all was being done gave a certain emphasis or importance to general language over and above some other subjects. When a course must share equal honors with six other subjects in a homeroom period, it is apt to suffer from lack of emphasis if the teachers are not periodically encouraged and kept well oriented in its values and in new techniques for its instruction. The location of group meetings in the several districts was an important factor in bringing the instructional program to a greater number of individuals, teachers and administrators. A program that involved eighty-four different individuals out of a possible 110 schools went a long way in making the school faculties general language conscious. These eighty-four people, most of whom had a pleasant and successful experience in their group work with other

teachers, were and still are responsible for a spread of interest to other teachers in their own and in other schools. The language office is receiving calls from teachers and schools not involved in the study, calls asking for information and bulletins that grew out of the group activity in the district meetings. The supervisor has learned from this response that successful group experience for teachers is one of the best morale builders and a most potent advertising medium in a subject matter area.

Difficulties and Problems Encountered

In the background of all the difficulties, problems, and successful experiences in this study is the consciousness of the fact that instances of improvement in this particular subject matter area or the seeming successes were not necessarily the direct result of any technique used by the supervisor. The lack of control groups of boys and girls as well as the turnover of teachers and administrators in the many schools involved are factors that limit the finality of any conclusions drawn in this evaluation of supervisory techniques. The shifting school population, improved supply channels, current local or world events may have stimulated a new interest in the study of general language. This investigation attempts to describe what an individual tried to do, and to report in as objective a way as possible the conditions that prevailed after he had made the effort. Some of the more obvious difficulties and problems encountered in using the group approach are described in the following paragraphs:

1. In a large school system containing more than two hundred schools the location of a central meeting place is a real problem. Even when the metropolitan area was broken down into eight districts, the teachers from the thirty different schools in the district had to travel a considerable

distance to get to a centrally located district school. The arrangements for heat and janitorial services after four o'clock in the afternoon presented another difficulty. These were not insurmountable problems, but they arose as physical obstacles that could well have discouraged a program of group meetings. Under more ideal conditions and with faculty groups less conscious of subject matter barriers, the supervisor feels that a better approach to instructional improvement might have emerged from group meetings of individual faculty groups in each school. Objectives could have grown out of total school problems and could have found consummation in the several subject matter areas of the different classrooms.

2. Closely related to the difficulty described in the preceding paragraph is the problem of holding meetings of teachers on school time. Four o'clock in the afternoon, when teachers were tired from a full day's teaching, found many individuals too weary to contribute or too unsympathetic in their attitude. In Detroit this is a problem to be worked out by the administration, the parents in the community, and the police department. The problem of affording safe passage home for young boys and girls when schools are dismissed at irregular hours is a matter of no little importance to all concerned. It may be a problem that can best be worked out by each school in its own way with faculty and properly oriented parents cooperating. Involved in the consideration of this problem are the facts that mileage pay is not claimed by teachers for travel to teachers' meetings and, furthermore, that no relief from teaching duties is granted for attendance at meetings held after regular school hours.

3. In carrying out the homeroom program of the elementary school the teacher may be responsible to five different supervisors and to the

principal for the value of his instructional procedures. In some schools the supervisor found teachers who complained that the pressures of certain supervisors for more time for their particular subjects discriminated against the other subjects. These teachers felt confused and frustrated, and asked for only one supervisor who would help them in the total homeroom program. Some teachers felt that the supervisors had different and contradictory educational philosophies. The solution of this problem may be found in some kind of reorganization of supervisory duties in the language supervisors' office. A better solution may lie in correlation of work on the supervisory level.

4. The demands upon the time of language arts supervisors have been so great that no opportunity was given them to cooperate in this study or to work with the general language supervisor in helping the homeroom teachers to correlate or to integrate the language arts subjects. Routine clerical duties and the need to rate scores of new teachers each semester have limited the effectiveness of some supervisors as leaders in instructional improvement.

5. A lack of uniformity in building facilities, kind and amount of materials furnished, curriculum organization, teacher preparation, and school-community backgrounds often stood in the way of complete agreement during many of the group discussions. In some respects this heterogeniety was desirable. While discussing all their differences, the teachers found themselves in agreement on the fundamental philosophy behind the objectives of the course. Such a realization at strategic times in the group work contributed greatly to the growth of the individual members. The fact remains that the insistent recital of the many differences by tense

group members often created seemingly insurmountable obstacles to the leader. He had to be alert and ready to steer through the obstacles and to point up the fundamental concept or objective under consideration.

6. To work out a properly integrated language arts program the homeroom teachers should have had the help, counsel, and advice of all the other teachers in the school. The nature of this particular study, the many schools it embraced, the immediate need for helpful instructional aids in the area of general language, and the limitations of time militated against the inclusion of teachers from other departments. It was felt by group members that this could be done better on the basis of an individual school. To have taken only one district, approximately thirty schools, would have made too large and unwieldy a group of teachers for a short time study made by one supervisor. This conclusion in no way reflects on the desirability of such a project.

7. In a large school system the voluntary organization of group meetings for teachers can hardly be free from pressure of some kind. This difficulty in trying to get free participation may not be altogether undesirable. The fact that an invitation to meet comes from a supervisor, that it is passed on to the teacher by the principal, and that teachers from other schools are going to be there are all pressures of a kind. Then there is always the inward pressure in the suspicion that the individual might miss out on something if he did not attend. In this study the supervisor made every effort to have the teachers come to the meetings only if they could afford the time, and if they thought they got something out of them to take back to their classrooms.

Summary and Conclusion

In reviewing the activities engaged in while pursuing the group approach, and in considering the descriptions of conditions that prevailed at the end of a three year period during which the group approach had been functioning, the supervisor is logically compelled to conclude that these points are worthy of note and consideration:

1. Most of the seventh and eighth grade elementary schools were represented in the groups.

2. The majority of the seventh and eighth grade homeroom teachers were involved in the group activity.

3. Several administrators participated.

4. The group contacts and teacher helps seemed to effect a definite improvement in teacher morale and quality of instruction.

5. In some subtle way a sympathetic attitude toward general language began to evolve as the group meetings continued, and more schools began to include the course in their homeroom curriculum.

6. Because of the extent of participation and because of the improved conditions that prevailed in the area of general language instruction after the participation in the group activities in the limited time covered by this study, giving due credit to the part played by the individual contacts in expediting the group approach, the supervisor feels that the group approach has been more successful than the individual approach or the methods course as a technique for instructional improvement.

CHAPTER VII

CONCLUSIONS AND IMPLICATIONS

Summary of the Study

Before discussing the conclusions drawn from the descriptions of the approaches used, a summary of the study may be helpful.

In 1947 the general language supervisor, new to the job and unacquainted with the teachers and principals in the elementary schools, came to the realization that most of the homeroom teachers in the seventh and eighth grade schools had had no preparation for the teaching of the new homeroom subject. Furthermore, general language was offered in only half the schools in which it was supposed to be a part of the curriculum. Observations of administrators and available reports indicated that the subject was not being taught well, and that there are considerable insecurity and uneasiness felt by the faculty responsible for the instruction.

The new supervisor became aware of his problem as being one of first getting acquainted with the teachers and administrators, and of finding certain techniques that would bring about an extension of general language teaching to all seventh and eighth grade elementary schools, and also a general improvement in the instruction of the subject matter. After an initial inventory of needs and difficulties of teachers and a careful perusal of available literature on the subject of curriculum improvement, the supervisor thought that three possible techniques would be especially suitable for application in a large city school system such as that of Detroit.

Encouraged by the opinions of experts in the field of education, the supervisor conceived the hypothesis that if the individual approach, a

special methods course, and the group approach were used by the supervisor in a characteristic way so as to maintain good human relations, certain benefits would result: an improved curriculum, improvement in instruction, better teacher morale, and more benefits to boys and girls, all to a degree greater than before. Chapters IV, V, and VI, respectively, have described the successful experiences, as well as the difficulties and new problems, encountered in the application and study of the three techniques.

Tentative Nature of Conclusions

In drawing conclusions from any phase of activity in this study it is well to keep in mind the fact that the three techniques described in the preceding chapters were carried on concurrently over a four year period. In the light of the setting for the study and the controls available it was impossible to describe developments as stimulus-response relationships. Certain results in the improvement of the instructional program in general language may have been the result of a combination of factors. On the other hand, one technique may have suffered because of the very existence of the others. For instance, it was observed that some teachers did not enroll in the methods course because of the group instructional program being carried on in the several districts. Conversely, it was found that the individual approach contributed to and became an integral part of the procedure to be used in carrying out successful group activity. The nature of any conclusions drawn at this time must necessarily be tentative in view of the fact that the elementary school building program is entering a period of expansion and that the curriculum of the seventh and eighth grade homeroom is gradually being altered to prepare the boys and girls better for adjustment to the ninth grade program in the intermediate

or the high school. The techniques could not be uniformly applied in all schools or even in all districts. Varied conditions made it necessary for the supervisor to adapt his methods to the personality of the teachers and administrators concerned in each school and in each district group. In making observations, passing judgments, and selecting important needs and problems, the varied backgrounds, philosophy, skills, and experiences of the people making the reports determine the selection of those things considered worthy of note. Insofar as one is able to measure opinion, observation, and reactions of pupils, teachers, and administrators, the supervisor has made every effort to be as objective as possible in arriving at his conclusions.

Recapitulation of Conclusions on the Individual Approach

A summary of the experiences described in Chapter IV on the use of the individual approach may be presented succinctly in the following conclusions:

1. The use of the individual approach helped to spread the teaching of general language to schools in which it had not been offered before. Believing that a course in general language is an asset to the grade school curriculum, the supervisor feels justified in concluding that in this way the individual approach has helped to improve the curriculum in those schools.

2. Contacts and conferences with individual teachers and principals have helped to improve instruction. Follow-up visits and reports from principals show that the teachers concerned had improved in their ability to teach this particular subject.

3. In the classrooms of teachers contacted individually it was evident that more and greater benefits were accruing to boys and girls than before the individual approach was made.

4. These same teachers, in the realization of the fact that they were doing a better job and that their pupils were having more successful learning experiences, enjoyed a change for the better in morale.

5. Making individual visits to classrooms with observation of lessons has been found to be an excellent follow-up procedure to measure the effectiveness of any instructional program.

6. The presence of one responsible individual visiting all the schools with the same purpose in mind has had a unifying and a stabilizing effect that was appreciated by many teachers and principals.

7. Individual visits and conferences have been very helpful both to encourage and to improve the techniques of weak teachers.

8. A program of individual visits is a slow and expensive process in a large school system composed of hundreds of schools and a greater number of teachers.

9. To be effective the person calling the individual conference should have some knowledge of mental hygiene and conference techniques. Good judgment must be exercised in the degree of personal relationships permitted.

10. The individual approach is generally limited in effectiveness to one individual. It lacks the leaven and broad comprehensiveness of group thinking.

11. Other things being equal, the success of the individual approach is in proportion to the degree of good human relations practiced by the individual making the contact.

Recapitulation of Conclusions on the Methods Course

The following statements summarize the findings given in Chapter V on the use of a methods course as a technique for the improvement of an instructional program:

1. The fact that a teacher had had a methods course in the teaching of general language has prompted many a principal to include the general language course in the homeroom program of his seventh and eighth grade pupils.

2. After a teacher had taken the methods course, there was evidence of improvement in the ease and effectiveness of instruction.

3. The feeling of assurance engendered by successful experiences in the methods course produced improvement in teacher morale.

4. The richer and more varied learning experiences afforded the pupils by the teachers with the methods course in their educational background have provided greater benefits to the boys and girls.

5. The methods course created an excellent opportunity for the supervisor to get better acquainted in an informal teacher-pupil relationship that could never quite be realized during a visit to or conference at the individual school.

6. The course gave teachers an opportunity to reconstruct problem situations in an impersonal way, and to profit by the suggestions and combined thinking of the other class members.

7. The course, taught by a public school supervisor and made up of in-service teachers and graduate and undergraduate university students, served as a kind of "melting pot" for the experiences of seasoned teachers and the latest theories and recommendations of educational philosophy and

educational psychology. This helped to keep the supervisor and the experienced teachers abreast of current thinking in the educational field and at the same time gave to the teachers with little experience the benefit of years of practical experience in teaching.

8. From the experiences in this particular study the methods course has been found to be ineffective for the improvement of instruction on a large scale. For the few schools involved and the few individual teachers concerned the results show that the course was an effective instrument. The weakness in its use as a technique lies in the difficulty in getting a large enough group of in-service teachers to participate. Without the exertion of considerable pressure on the part of the administration, conditions of tenure, seniority, and salary are such in a large city school system that few would take advantage of the methods course for university credit, even though such a course was not required of them in their undergraduate educational preparation. It is felt that some incentive in this connection might be used, such as, partial release from teaching duties, adjustment in salary increments, or even the granting of college credit for participation in workshops or group projects in lieu of the formal methods course.

9. The extent to which good human relations are practiced by the instructor determines the degree of success of the course for in-service teachers. University students may be required to take such a course even though it is taught in an unpleasantly authoritarian manner, but under such conditions the in-service teachers would stay away.

Recapitualtion of Conclusions on the Group Approach

The results of experiences in the use of the group approach are summarized in the following conclusions:

1. The presence of language arts teachers other than general language teachers in the group projects helped improve the curriculum in their respective schools. Their experiences in solving general language problems gave them the security and the necessary interest to urge that general language be included in the homeroom program of their schools.

2. Reports from principals and teachers and the observations of the supervisor show that there has been an improvement in instruction in those general language classes taught by teachers involved in the series of group meetings.

3. The sharing of experiences, the social contacts, and the growth engendered by working out problems together produced a definite improvement in teacher morale, to a degree greater than was noticeable before the group experience.

4. Observations of teachers and administrators and reports from pupils indicate that the boys and girls in general language are enjoying greater benefits than were realized before the program of the group approach was initiated.

5. The group approach has been most effective in its far-reaching quality. Involving most of the schools and the language arts teachers, it has been effective in making teachers and administrators general language-conscious. Such an awareness, accompanied by an aura of a pleasant and worthwhile experience, is an excellent form of advertising in the field of education.

6. The effectiveness of the group approach was weakened by the difficulties involved in finding a convenient central meeting place for teachers from thirty or more schools. As in the organization and maintenance of a

methods course, the hazards of inclement weather and long distances for traveling discouraged many of the more indifferent teachers who needed the fillip of group experience. The fact that group meetings were held after the regular school day on the teachers' own time was another factor that discouraged one hundred per cent participation.

7. The claims of as many as five supervisors on the time of one homeroom teacher have interfered with regular attendance at group meetings. The lack of time and opportunity for correlation and clearance, one supervisor with another, put further difficulties in the way of the language arts teacher giving his support freely to the program of group instructional meetings.

8. Inequities in building and material facilities, startling differences in the caliber of the school communities, and varied teacher educational preparation were disconcerting and disrupting forces during the initial group meetings.

9. In such a large scale operation as this investigation had to be the discussion groups were, perforce, limited to language arts teachers. It seems rather clear that the value of the group approach would have been enhanced in proportion to the number of other subject matter fields represented.

10. The organization of a series of teachers' meetings by a supervisor could not be expedited without the feeling on the part of the teacher that some pressure was being exerted. It was the role of the leader, the supervisor in this particular study, to extend invitations and to elicit participation on the most voluntary basis possible. In fact, on a few occasions

he felt remiss in not exerting some pressure to get a weak teacher involved in the process.

11. In all the group meetings it was found that the process was expedited by the practice of good human relations encompassing the following especially:

a. A genuine interest on the part of the leader in each member as an individual.

b. A recognition of the worth of each individual's opinion and the value of his contribution.

c. No discrimination against even the lowliest member, and the exercise of a sincere effort to have everyone participate and share alike.

Summary of Conclusions

The individual approach, a methods course, and a group approach, used in a characteristic way by a supervisor, have been found to be effective in improving the curriculum, quality of instruction, teacher morale, and in increasing benefits to boys and girls. As one of the techniques used, the methods course proved to be the least effective in this unique, large city situation. The individual approach has been found to be especially effective for accomplishing specifics in areas requiring good human relations and the mental hygiene approach, but it is too slow a process to be used exclusively for the improvement of an instructional program in a system composed of hundreds of schools covering a large geographical area. It is important to repeat here that certain elements of the individual approach are vitally important whenever two or more people are present. The

individual approach or certain aspects of it are an integral part of the successful techniques incorporated in the group approach.

In this study the group approach has been the most effective instrument for bringing about certain changes for the better in a large school system. Given a competent leader, the success of the group approach as a technique is dependent upon certain physical arrangements, such as choice of meeting place, distance to travel, time of meeting and lack of conflict with other scheduled meetings. Considering the number of people able to be involved actively in this kind of an instructional program, the supervisor has found it to be the quickest and most effective way of bringing about a changed behavior pattern for the better in the participants through and because of a changed philosophy behind the pattern of behavior.

Implications for Supervisors and Administrators

The success of the group approach, supplemented by individual contacts, has certain implications for supervisors and administrators:

1. In all contacts with people, individuals or groups, good human relations must be uppermost in the mind of a "superior." To disregard this important manner of approach may spell failure for the most worthy enterprise. The key to professional improvement on the part of a teacher may lie in the interest shown by a superior in the personal life of the individual. A genuine interest shown by an administrator in the family life of his teachers has gone far to establish good human relations in a school. It has often been an effective tool for getting a group of teachers to cooperate in a committee or project sponsored by that administrator. The display of a genuine and generally warranted interest on the part of the

supervisor may well be part of the getting acquainted process in the first few visits to a teacher.

2. As long as we work with people, we must make use of the individual approach, respect the value of individual influence, and recognize the worth of individual contributions. A program of personal visits can build up a group of sympathetic supporters who can facilitate the improvement of an instructional program. If a system requires one to work through channels, then one should accept the fact and work so that each "channel" becomes an ally in the project.

3. Making individual visits is one of the best ways to see what is actually being done in the classroom and to give help to a weak teacher.

4. When conditions of tenure, seniority, and automatic salary increases are such as to discourage enrolment in a methods course for university credit, group instructional meetings or workshops may be the best way to promote further education for in-service teachers. A cooperative program might be arranged with the university to secure credit for attendance at such group workshops.

5. One of the most effective ways to prepare new instructional materials and to get immediate acceptance of these materials is to get the consumers (the teachers and administrators) to participate in the preparation.

6. In administering the instructional program superior officers should take special pains to have their work well correlated and integrated on the supervisory level so as to facilitate such a process for the teacher in the classroom.

7. Rather than waste time and energy in setting up an instructional program on a horizontal level, supervisors might try to organize a program

for curriculum improvement in one school faculty group. Such a project would call for a team of supervisors, but the results of this study seem to indicate that such concentration would produce greater improvement and more lasting results.

8. Principals, who generally are permitted much freedom in the organization of their schools, should provide opportunities for group meetings on school time whenever possible. The very consciousness on the part of the teachers that the administrator is trying to help them gives impetus and encouragement to group meetings among the faculty.

9. In planning a drastic change in the curriculum offerings of a school, such as the shifting to another department or the introduction of a new subject, supervisors and administrators should plan a program of orientation well in advance so that the teachers concerned are prepared for and sympathetic toward the teaching of the new subject.

10. In working with teachers and administrators in the field, the supervisor has found that it was unwise to use labels or catch phrases taken from the writings of current leaders in educational philosophy and psychology. Less resistance was encountered when the objective was simply and realistically stated, and when the problem was broken down to a consideration of just what steps should be taken to improve a situation. At times this "fear" of labels and catch phrases seemed to be a kind of resistance to authority or to the educationists on the university level. At other times the resistance seemed to be an indication of a lack of orientation or readiness to try to put into actual practice some of the recommendations of experts in specific areas. An additional advantage in using the simple and realistic approach lay in the ease with which rapport could

be established on the group-member-level and in the creation of the "we" feeling. Nothing was gained, and much was lost, in talking down to a group, and in giving a glib recital of philosophical and psychological terms.

11. To facilitate instructional improvement and to insure its continuation, supervisors should have organized permanent teacher-study groups devoted to evaluation as a continuing process. The personnel in these groups may change with the regular turnover of teacher personnel, but the skeleton organizations should be established and working. This would obviate the need for the periodic institution of a city-wide program of instructional meetings whenever a survey indicates a low ebb in achievement of objectives in any subject matter area. In the beginning it may be necessary to organize the teacher groups on a subject matter basis. Ideally, the groups should cut through subject matter barriers and be a school curriculum evaluation committee sponsored by a number of administrators and supervisors representing the different subject matter fields. But, just as the teachers must start with where the pupils are in the classroom, just so must the supervisors or leaders start with where the members of the teacher-groups are in their thinking. The important thing is to begin, on a subject matter level, if necessary, and spread out to other areas as the idea grows and gains momentum.

12. For principals, the supervisor feels that better rapport and more opportunities for help could be created if the school faculty, or small groups of them, invited supervisors out to their schools for informal get-togethers, tea, and discussions of school problems. This may encourage the teachers to ask for help more often as needed, and not only when a

school crisis is impending. Here is an opportunity for principals and supervisors to cooperate in planning an instructional program in a school--a program that would seem to grow out of the needs and requests of the teachers themselves, not imposed from above.

Implications for Boards of Education

As a most powerful group of men, interested in getting the most value per dollar spent for education, as a body able to make changes for the better in a school system, a board of education might find the following suggestions growing out of this study of some worth in an evaluation of the instructional program in their schools:

1. Consider the advisability of an additional salary increment for education courses taken beyond work for the Master's degree and beyond the additional ten hours required for a permanent certificate.

2. In lieu of additional pay arrange for release from teaching duties, for compensatory time, or recognition of merit as incentives to teachers to take additional education courses.

3. Encourage and facilitate group instructional programs on school time. The dividends in improvement of instruction are great.

4. Provide more educational consultants to work with teachers in each school. At least one per district of thirty schools is recommended. Teachers will need more "free" periods to work with these consultants on an individual conference or on a group basis. These consultants should be well versed in mental hygiene as well as in certain subject matter fields.

5. Provide consultants horizontally by grades or groups of grades as well as according to special subjects. These consultants are needed to

help the teachers better to correlate and to integrate work in the different subjects, especially the language arts.

6. An effort should be made to select teachers with a broad cultural and educational background. The requirements of a homeroom teacher today are such that too much specialization may make the teacher unsuited for the kind of teaching that will develop the growing boys and girls into well integrated personalities. A teacher with a well balanced education, experience in the humanities, the social studies, and the sciences, should feel quite at home in teaching any of the subjects offered in the elementary school.

Implications for Colleges of Education

Some of the difficulties experienced in working with teachers, their lack of preparation in certain areas, and in a few instances their lack of professional attitude cannot help but reflect on the colleges of education in which they received their training. From his experiences in working with the teachers who participated in this study, the supervisor feels that the following recommendations are worthy of consideration by colleges of education:

1. Provide a broader and richer experience in the humanities, social studies, and sciences for all teachers. This may require the organization of more general and comprehensive "area" courses with the objective of giving the individual a more general kind of cultural background that embraces and appreciates the significant contributions from several sources.

2. In the preparation of language arts teachers this supervisor feels that the omission of the foreign language requirement in their college preparation has worked a definite hardship on many teachers who are

now expected to teach general language. At this writing there are more than two hundred seventh and eighth grade homeroom teachers teaching general language. With the expansion of this program, the increase in enrolment in elementary schools, and the increased interest in the study of foreign language because of the world situation, the next few years will demand many more qualified general language teachers. Certain colleges of education might do well to reinstate their foreign language requirement for teacher certification.

3. In a local situation such as Detroit where a later elementary homeroom teacher is almost certain to run into the problem of teaching general language, a general language methods course should be included in the block of education courses required. Certainly an orientation unit on the subject could be included in the regular course on teaching the language arts. Cognate courses on folklore and the history of the English language should be recommended to enrich the background of these language arts teachers.

4. The individual approach and certain experiences in working with groups have revealed personality difficulties that might well have been detected and corrected by a competent educational psychologist at the beginning or during the educational preparation of the prospective teacher. The supervisor feels that a more extended individual counseling program for student teachers should become a part of the teacher training program in colleges of education.

5. The effectiveness of the group approach is recommendation enough that courses in cooperative classroom procedures and group techniques be made a part of the professional education of all teachers. The results of

such class experiences should manifest themselves not only in the teacher's own classroom with the boys and girls, but also in all contacts with peers and superiors. Taking the long term view, the supervisor feels that this may be one of the most effective ways to train administrators--that is, give the right kind of educational experience to those people who will be the administrators and leaders in the not too distant future.

APPENDIX A

ELEMENTARY SCHOOLS OFFERING

GENERAL LANGUAGE

ELEMENTARY SCHOOLS OFFERING GENERAL LANGUAGE

Seventh and Eighth Grade Elementary Schools by Districts

Central

o Alger
x Doty
x Dwyer
x Estabrook
/ Marr

Special

x Oakman

West

x Angell
Ann Arbor Tl
o Coolidge
Dixon
x Everett
o Ford
x Gardner
x Guest
Herman
o Leslie
/ Mann
/ MacDowell
/ McColl
x McFarlane
Noble
x Parker
x Parkman
x Pattengill
/ Ruthruff
/ Sherrill
x Wingert

Northeast

x Arthur
x Burbank
ox Clark
x Columbus
/ Finney
x Goodale
x Grant
x Hamilton
o Hanstein
o Hutchinson
/ Law
x Macomb
/ Marquette
/ Pierce
x Pulaski
x Richard
x Robinson
x Stellwagen
/ Trix
x Von Steuben
o Wayne
x Wilkins

Northwest

Burgess
x Burns
x Burt
x Cadillac
x Cerveny
x Cooke
x Crary
Dubois
x Edison
/ Emerson
x Harding
x Holcomb
x Houghton, T.
x Hubert
x King
x Monnier
x Newton
/ Pitcher
x Schulze
/ Vernor
x Vetal

North

x Atkinson
x Courville
x Custer
x Greenfield Pk
x Hally
x Hampton
Higginbotham
Longfellow
x Pasteur
/ Van Zile

South

Barstow
/ Bishop
Duffield
x Franklin
Houghton, D.
Russell
Smith
/ Webster

Southeast

o Bellevue
x Carstens
x Field
x Guyton
Harris
Ives
Keating
x Marcy
x Monteith
x Nichols
o Stephens
/ Van Dyke

Southwest

x Boynton
x Cary
x Clippert
Hanneman
x Higgins
Holmes, O.W.
Logan
x McMillan
Morley
/ Priest
/ Sampson

x Schools offering general language in September, 1947.

o Schools reduced to grades 1-6 between 1947 and 1951.

/ Schools adding general language since September, 1947.

APPENDIX B

GENERAL LANGUAGE STATUS AND TEACHER PREPARATION CHART

ELEMENTARY SCHOOLS OFFERING GENERAL LANGUAGE

Seventh and Eighth Grade Elementary Schools by Districts

Central

o Alger
x Doty
x Dwyer
x Estabrook
/ Marr

Special

x Oakman

West

x Angell
Ann Arbor Tl
o Coolidge
Dixon
x Everett
o Ford
x Gardner
x Guest
Herman
o Leslie
/ Mann
/ MacDowell
/ McColl
x McFarlane
Noble
x Parker
x Parkman
x Pattengill
/ Ruthruff
/ Sherrill
x Wingert

Northeast

x Arthur
x Burbank
ox Clark
x Columbus
/ Finney
x Goodale
x Grant
x Hamilton
o Hanstein
o Hutchinson
/ Law
x Macomb
/ Marquette
/ Pierce
x Pulaski
x Richard
x Robinson
x Stellwagen
/ Trix
x Von Steuben
o Wayne
x Wilkins

Northwest

Burgess
x Burns
x Burt
x Cadillac
x Cerveny
x Cooke
x Crary
Dubois
x Edison
/ Emerson
x Harding
x Holcomb
x Houghton, T.
x Hubert
x King
x Monnier
x Newton
/ Pitcher
x Schulze
/ Vernor
x Vetal

North

x Atkinson
x Courville
x Custer
x Greenfield Pk
x Eally
x Hampton
Higginbotham
Longfellow
x Pasteur
/ Van Zile

South

Barstow
/ Bishop
Duffield
x Franklin
Houghton, D.
Russell
Smith
/ Webster

Southeast

o Bellevue
x Carstens
x Field
x Guyton
Harris
Ives
Keating
x Marcy
x Monteith
x Nichols
o Stephens
/ Van Dyke

Southwest

x Boynton
x Cary
x Clippert
Hanneman
x Higgins
Holmes, O.W.
Logan
x McMillan
Morley
/ Priest
/ Sampson

x Schools offering general language in September, 1947.

o Schools reduced to grades 1-6 between 1947 and 1951.

/ Schools adding general language since September, 1947.

APPENDIX B

GENERAL LANGUAGE STATUS AND TEACHER PREPARATION CHART

GENERAL LANGUAGE STATUS AND TEACHER PREPARATION CHART

School	I	II	III	IV	V	VI	VII
Angell	8	D	1	4			L,G,R
Arthur	7	H	1	1	O		G
Atkinson	8	H	2	4			L,L,G
Boynton	8	H	3	6	O		LLLSSGr
Burbank	8	D	1	4	O		LFGrT
Burns	8	H	5	10			LLLFFSST
Burt	8	H	2	4	O		LLGG
Cadillac	6-8	D	1	6			LFSGT
Carstens	8	H	2	4			LLSG
Cary	8	H	2	3	O		LLFFGGrFin
Cerveney	7	H					LG
Clippert	8	D	1	4	O	M	LF
Columbus	7	H	2	3	O	M	LFG
Cooke	8	H	2	4			LLFFGGrGr
Courville	8	H	3	6			LLFSGGGT
Crary	7	D	1	3	O		LFSG
Custer	8	D	1	3			LFG
Doty	8	D	1	3	O		FG
Dwyer	8	H	2	4	O		LFSGT
Edison	8	H	1	2			LT
Estabrook	8	H	2	4	O		LFGG
Everett	8	H	1	1	O		FST
Field	8	D	1	2	O		L
Franklin	7	H	1	2			LG
Goodale	8	H	3	6			
Grant	8	H	1	2		M	
Greenfield Park	6-8	H	3	6		MM	LLFSGGTTT
Guest	8	D	2	7			LFSG
Guyton	8	H	2	4			
Hally	8	D	1	6			
Hamilton	8	D	1	3			LSGT
Hampton	4-8	D	1	8			
Harding	8	D	1	6		M	L
Higgins	7	H	1	1			
Holcomb	8	H	3	5	O	M	LLFGrGrT
T. Houghten	8	D	1	2		M	L
Hubert	8	H	2	3			G
Leslie	8	D			O		FSG
Macomb	8	H	2	3			LLS
Marcy	7	H	1	1			LFST
McFarlane	8	H	2	4	O		LLFG
Mcmillan	8	H	2	3	O		S
Monnier	8	D	1	4		M	LFSG
Montieth	8	H	1	1	O		LGT
Newton	7	H	1	2	O		LFS

GENERAL LANGUAGE STATUS AND TEACHER PREPARATION CHART (Continued)

School	I	II	III	IV	V	VI	VII
Oakman	7	D	1	1			LG
Parker	8	H	3	6		M	LFFG
Pasteur	8	H	2	3	0		SGT
Pattengill							
Pulaski	8	H	1	2			
Richard							
Robinson	6-8	D	1	6	0		LT
Stellwagen	8	H	2	4			
Vetal	8	D	1	4			LFG
Von Steuben	8	D	1	2			FPT
Wilkins	8	D	1	5			FSGT
Wingert	8	H	1	2	0		L

KEY TO CHART:

I. Grade in which general language is taught.

II. Homeroom or Departmentalized.

III. Number of general language teachers.

IV. Number of classes of general language.

V. Short of reference books in library.

VI. Teacher had the general language methods course.

VII. Foreign language preparation of teachers:

F-French

Fin-Finnish

G-German

Gr-Greek

L-Latin

P-Polish

S-Spanish

T-Teacher has traveled in a foreign country.

APPENDIX C

SAMPLE TEACHING GUIDE

Chapter 8

November, 1950

"Words and What Can be Done with Them"

<u>General Language</u>

by Lindquist

Many teachers disagree about the proper approach to the material in this chapter. The text and the manual made to accompany the text suggest that the pupils do the preliminary activity on Page 134. But the practical experience of teachers and the suggestions of educational psychologists on the teaching of vocabulary lead one to believe that it is better for the pupils to meet the new words in context first before trying to look up their meanings in a dictionary.

The recommended procedure then would be for the teacher to read the selection to the class for pleasure and enjoyment so that the class will get the general impression and tone of the entire description. It will not help the boys and girls to enjoy a classic in English literature to have them pick it apart first before they get a chance to "feel" a situation along with the author. Out of the discussion about how the author makes us feel [illegible] as he does the teacher can lead the class to realize that it is his skillful use of words. To get a better picture of the scene it is necessary to know the exact meanings of all the [illegible] and that, of course, leads the pupils to looking up the difficult [illegible] in the dictionary. This is a good time to discuss with the pupils the difference between an active and a passive vocabulary. Certainly the class should be assured that they need not try to include all these [illegible] in their active vocabulary.

Before beginning this chapter, the teacher may want to pave the way for appreciation for descriptive writing by showing the class some pictures of [illegible], scenes of storms, fog, a sunny day, etc. Get some good descriptive [illegible] ask the class to describe the pictures that make the greatest impression on them.

Play some phonograph records of "mood" music. Ask the pupils to list the words that most aptly describe the mood of the music. After such an introduction the teacher may tell the class that she is going to read to them a [illegible] picture, and that they should try to feel the [illegible] that the author was trying to create. Then read the selection from Dick- [illegible] All of this build-up [illegible] successful, the class will enjoy [illegible] and their learning will [illegible].

Examine descriptive passages from [illegible] authors to [illegible] just how they created a given atmosphere with words [illegible] or pictorial sound effects. You may [illegible]. Try some poems of Poe, Sandburg, [illegible].

[illegible]

A separate class period may be devoted to the sentence containing words from twenty-four different languages on Page 135. The teacher will have the sentence written on the board before the class enters the room. Without using the books--the teacher will ask the class if they can read the sentence, if they understand it. Most of them will. Then the teacher can assure the class that if they can read and understand that sentence, they can read and understand words from twenty-four different foreign languages. Some of the pupils may not want to believe that statement. That is a fine opportunity to pass out the student dictionaries and have the pupils look up all the words to find out from what foreign language each word came. When all the words have been looked up, then is the time to open the textbook to Page 146. The pupils can use the list in the book to check the accuracy of their work.

The paragraphs on grammar should be used as needed. They may be correlated with the work in English, or omitted if their practice in English has been sufficient

Bibliography:

Audio-Visual Aids:

Community Resources:

Chapter 9

Helps for Using English

The grammar paragraphs in this chapter should be taught separately as needed. They may be correlated with the work in English or omitted if the learning activities in the English class have taken care of the subject accequately.

APPENDIX D

ANNOUNCEMENT OF SPECIAL METHODS COURSE

SUBJECT: General Language Methods Summer School Course

FROM : Clarence Wachner, Supervisor, Language Education

TO : Elementary School Principals

Many Detroit elementary teachers will be working for their M.A. degree at Wayne University this summer. Those who are interested in and who plan to study for later elementary placement may want to prepare themselves for teaching general language in the seventh and eighth grade homeroom. In a few years the present large enrolment in the early elementary grades will have passed into the seventh and eighth grades. This will create a demand for later elementary teachers with adequate preparation in later elementary subjects.

This coming summer at Wayne University, Mr. Clarence Wachner, Supervisor, Language Education Department, will offer a course in methods and problems in the teaching of general language. This course, known as Education 214.2f1, offers two hours graduate credit and should fit well as an elective into most plans of work for the Master's degree program. The class, which will meet at 10:00 A.M. on Monday, Wednesday, and Friday, will stress a minimum of theory and a maximum amount of practical application.

This announcement is a cordial invitation to your teachers to include the general language methods course in their summer school program. During the regular year the methods class is offered during the fall semester from 4:30 to 6:30 on Monday. For further information, call Mr. Wachner, TEmple 1-4204, Extension 19.

APPROVED: Mr. Herman J. Browe

May, 1950

May, 1951

APPENDIX E

GENERAL LANGUAGE QUESTIONNAIRE

October, 1948

GENERAL LANGUAGE QUESTIONNAIRE

Elementary Schools

The purpose of this questionnaire is to enable the district groups of general language teachers to get a clearer picture of the place of general language in the language arts program of the elementary schools. The information secured will be used to help newer schools and teachers unfamiliar with the Detroit program of general language teaching. Helpful suggestions and teaching aids will be shared with schools that already have well established programs.

Please answer the questions below and return the form to the Language Education Department as soon as possible. If the situation in your school is different from that indicated, please feel free to give a full description on another sheet of paper.

School _____ Principal _____

Teacher _____ Grades _____

Homeroom _____ or Departmentalized _____

Days of week _____ Time of day _____

Do you need more general language textbooks? _____ Number _____

Do you need more dictionaries? _____ Number _____

What general language bulletins do you need? _____

_____

What suggestions can you make for the improvement of general language instruction? _____

_____

_____

What help do you need to improve general language instruction in your school? _____

_____

_____

(Use the reverse side of this sheet for suggestions and questions.)

APPENDIX F

THE HISTORY OF THE ENGLISH LANGUAGE

A Resource Unit

for

General Language

Detroit Public Schools
Division of Instruction
Language Education Department

THE HISTORY OF THE ENGLISH LANGUAGE

A Resource Unit

for

General Language

Grade VIII

Introduction

General language teachers, both elementary and intermediate, have felt the need for more material to supplement the chapter on the history of the English language given in the general language text. This resource unit, while not exhaustive, "opens doors" for the teacher and gives him leads as to where he can find more material and information. This is by no means a unit in a prescribed course of study. We hope it will serve as a guide to the new teacher and as a source of renewed interest and inspiration to the more experienced.

The general language supervisor takes this opportunity to express his sincere appreciation to Miss Juanita B. Flanders of the Holcomb Elementary School and to Mrs. Muriel Oliver of the Pattengill Elementary School for their valuable contribution in the preparation of this unit.

Clarence Wachner, Supervisor
Language Education Department

THE HISTORY OF THE ENGLISH LANGUAGE

Place in the Curriculum

This unit is really everywhere in the curriculum; it has neither beginning nor ending; it just is! It is the story of the language that the pupils have been using for a dozen years, the language of their nation, and the language they undoubtedly will continue to use the rest of their lives. Involved in the study of this language is some history of the English-speaking nations, great men who have influenced these nations in deeds and by writing, the accidents of language, its potentialities as a tool for communication of ideas the world over, and the implications of the meaning of the printed or spoken word.

This unit is planned for several weeks in the eighth grade. The broad areas covered by the material make it an excellent opportunity to concentrate on the unit as a language arts project in which the objectives of reading, literature, English, handwriting, and general language are accomplished concurrently. The student must read to get information; his invitation to free reading leads him into literature; oral and written reports give him training in the use of English, speech, handwriting, and spelling; general language is used as the subject matter core, if it must be labelled at all. As to what each student accomplishes in each subject matter area, that depends on the observation of the teacher and his initiative in making suitable evaluating devices shaped to measure growth in certain restricted areas. The teacher who knows his pupils well will not have to resort to that kind of thing often.

Correlation with Language Arts

It is important for the teacher who is used to the traditional subject matter centered school to feel secure in a project of this kind. The teacher must relax in the knowledge that if the classroom situation is pleasant and conducive to growth in an area of pupil needs, learning will take place. In pursuit of a worthy purpose of personal or social significance to the pupils, reading ability, spelling, handwriting, English, reading for information and pleasure, right attitudes, and ideals--all will improve, and both teacher and pupils will have enjoyed a pleasurable activity-learning experience.

If the teacher must mark the students in specific subject matter areas, he can evaluate their work in objective tests or appraise their accomplishment in other ways. A written report or notebook will show progress in handwriting, written composition, spelling, and English. Oral reports and dramatizations show progress in oral composition and speech. Their research work in the library and their free reading list show progress in reading and literature. The pupils themselves may devise a good marking system. For the small group who need remedial help and extra coaching, the teacher will need no other device to measure their achievement.

Philosophy of Education

To give the kind of education that will be in harmony with the problems youth will be facing in the immediate years ahead--that is a worthy philosophy of education. J. Paul Leonard has stated and elaborated at length on eight changes that must be made in the near future if we are to educate youth properly and train them for the world of tomorrow. Any educator about to formulate his philosophy of education could do no better than to accept these eight suggestions as the basic tenets of his philosophy:

1. Build a program to teach the meaning of democracy so that we catch the idealism, enthusiasm, and loyalties of youth and tie them to the competencies necessary to make the principles of democracy operative.

2. Teach the tools of social and personal living so that youth will be competent to discover new truths and to solve their problems.

3. Use the scientific method in all phases of life.

4. Furnish the knowledge and practice of prevention and treatment to maintain health and physical fitness.

5. Give opportunity to secure whatever training is needed for professional careers.

6. Give all youth guidance in meeting personal, social, educational, and occupational problems.

7. Give opportunity to participate in community life, to learn to work and to derive satisfaction from doing work well.

8. Offer all youth opportunity to develop their personal interests and enrich their personalities.

Eighth Grade Unit

What events in the history of the English-speaking people contributed to and affected the structure and composition of the English language to give it the form and content that it has today?

Introduction and scope: This unit is planned to indicate the events in the history of early England that contributed to the growth, acceptance, and spread of English. The story begins on an island where the language is unknown, to which it is imported in a very crude form, supplanted by Norman French, enriched by several other languages, and finally after 1,500 years accepted as the official language of England.

In studying the growth of a language it is good to remember Max Muller's remark that "language is the autobiography of the human race." With that in mind, we wish to emphasize several important ideas:

1. An Englishman may be a mixture of many different nationalities, just like an American.

2. The English language was foreign to early Britain; it is a Germanic language.

3. Over 60% of the words in the English language are of Latin origin.

4. The remaining 40% are borrowed from the German, French, Spanish, Italian, Greek, and other languages.

5. Foreign-speaking people have made rich contributions to the language and culture of England and America.

The history of the English language as a study would be meaningless without a knowledge of the early history of the British Isles from 55 B.C. well down into the modern English period. The historical approach serves as an excellent vehicle for this language study and analysis.

Children of the 12-14 year old group are ready for language study. They are curious about foreign words. In fact, many of them invent languages and codes of their own. The advanturous flavor of the Roman, Viking, and Norman invasions appeals to the active adolescent and pre-adolescent.

In a source unit of this type it is impossible to say just what needs or objectives will be met. To begin with, the real unit will grow out of the immediate needs and interests of a particular class in a particular school in a particular community. It will be surprising to see what sub-projects evolve.

Teacher orientation: A synopsis of the period to be studied is given here for those teachers who are unfamiliar with this phase of English history and the growth of the English language. For further references the teacher is invited to read the following:

Pei, Mario. The Story of Language.
Schlauch, Margaret. The Tongues of Man.
Bodmer, Eric. The Loom of Language.
Jesperson, Otto. Language.

There are several other books on the history of language. The beginning teacher is wise to select a book written for the layman. The scholarly texts written by Bloomfield, Shapiro, and Jesperson will only discourage the reader from pursuing a most fascinating adventure.

Historical Synopsis

Scientists believe that once upon a time there was probably one language spoken by a group of people who lived near the place where India is today. As these people migrated to other parts of the world, their language changed to include words for new animals, occupations, and plants that they found in their new homes.

The languages of the people who moved to Europe belong to a family which we call the Indo-European family. One of the main branches of this great family is the Teutonic branch. We are especially interested in the Teutonic branch because our English language belongs to it. Oddly enough, the first people who lived in Britain spoke a language which has no relationship to our English language today. They were Celts and their language was called Celtic. At one time it was an important branch of the Indo-European family. This Celtic language is now rapidly disappearing. We can still find traces of it in Scotland, Wales, Ireland, and Cornwall.

The very first people who lived in England were the Cave People. During the time of the Old Stone Age they lived in trees or on the ground and depended entirely upon animals for food and clothing. However, during the Neolithic or New Stone Age they discovered the use of fire. This was an important discovery, for now they could cook their food and melt the crude ore for weapons.

One of the most important inventions of the New Stone Age people was a system of picture writing called pictographs. On the walls of their caves they painted pictures of animals, battles, tribal customs, and pictures of their tools. These were sometimes scratched with rock, drawn with charcoal, and even colored with clay. Some of their pictures were very realistic. The cave people probably lived in England as long as fifty thousand years ago.

About 500 B.C. there was a mass migration of people from the shores of the Mediterranean. Some of these people formed tribes and lived in Northern France. These people were called Gauls. Others moved northward into England and formed tribes there. They were known as Celts.

The fiercest of the Celtic tribes were called the Picts and the Scots. These tribes were constantly warring with each other. The strongest man was the chosen leader of each tribe. The people were sun worshippers. In the town of Stonehenge, England, are the remains of one of their religious shrines. It is a huge circle of tall, flat stones with a large sacrificial altar in the center. The priests were called Druids, and their authority was respected by all the tribes.

The Celts were superstitious. They believed the mistletoe had a magic power because it was green in winter when the trees were dead. At the beginning of the cold season the Druids would gather the mistletoe. An assembly of tribesmen was called, and each was given a piece of the magic plant to wear. This was protection from harm during the long, cold winter.

The Celts were fine warriors. They painted their bodies blue, wore animal skins, carried shields made from the hides of animals, and had excellent bows and arrows. When going into battle they wore animal horns on their heads. This gave them a fierce appearance. They had a two-wheeled chariot drawn by well-trained ponies. On the wheels they fastened long knives. When they dashed into battle, the knives caused great fear and panic among the enemy.

Because the Celts were primitive people, their language was simple. It was composed mostly of short words that had to do with farming and simple home life. Although the Celts were one of the first people to live in England, their language had little invluence on our English today. There are only seventy-five Celtic words that we use. Among these are boy, clan, car, and baggage.

By 54 B.C. Caesar had conquered all of Gaul. He decided to invade the land of the Celts, which he called Britannia. His first invasion in 54 B.C. was a failure. He underestimated the strength of the Celts and did not bring enough men to complete the conquest. In the spring of 54 B.C. a fleet of Roman quiremes landed at the mouth of the Thames. The Celts, who were watching from the heights on the shore, shot their arrows into the massed troops of Rome. The soldiers were trying to wade to shore in their heavy armament, and for a time it seemed that the Celts were winning, but they were so greatly outnumbered that they were soon driven back. Once on the land, the well-trained legions of Rome pushed the tribes to the farthest corners of the island. As they advanced, they built forts at strategic points. Fine roads were built from the main fort at Londinium to all the Roman outposts. Soldiers could be marched at a moment's notice to any of their garrisons.

Although most of the Celtic tribes were subdued, there were frequent outbreaks to the north. The fierce Picts and Scots had retreated to the highlands of Caledonia, which is now known as Scotland. To stop this incessant warfare, Hadrian, who was emperor of Rome, decided to build a wall. In 125 A.D. a spot was selected where the river Tyne is located. The wall was built by slaves taken from the Roman colonies. This ended the raids of the northern Celts.

In 400 A.D. Rome was threatened by barbarians from the North. She withdrew all of her colonial troops from Britain. When the Roman legions left the island, the Celts were left to protect themselves from the north. They had now lost the ability to protect themselves because for almost four hundred years they had been taken care of by the Roman soldiers. The country had been improved by the Roman occupation. The woods were cleared, farms were improved, roads were built, and small towns had grown up around the Roman forts. The only influence of the Latin language at this time can be seen in the names of English towns that end in chester or caster; i.e., Lancaster, Dorcester, Worcester, plus a few names like wall, street, and port. The Latin word castra, meaning camp, showed its influence in the place names given above.

The departure of the Romans left the Celts helpless and unprotected, so they decided to ask the Angles, Saxons, and Jutes for help. They were three Germanic tribes from the coasts of Germany and Denmark. With their help, the Picts and Scots were driven to the North again. But, finding the land to their liking, the Germanic tribes decided to remain. They sent for more tribal members and tried to drive the Britons out. The Celts were driven to Ireland, to Wales, and to a little southwest corner of England called Cornwall. A student of languages easily recognizes the similarity in the makeup of the Gaelic, Welsh, and Cornish dialects. Those Celts who remained were swallowed up by the Teutonic tribes and rapidly lost their individuality.

These Teutonic tribes spoke Germanic dialects. The Angles, who were more numerous and had settled near the center of the country, rapidly assumed leadership. Trade routes flourished. They established their capital at Londinium, the old Roman fort. The country was called Angleland, Engleland, and finally England. The speech became known as Englisc. A few of the Celtic words remained, but in our tongue today there are only seventy words of Celtic extraction.

The Teutonic invasion began in 449 A.D., and by 500 A.D. we find England occupied by Germanic tribes speaking a Germanic language. Therefore, we might truly say that, fundamentally, English is German. At that time this was a crude, gutteral tongue. Because German life was concerned with the home, farming, and tribal government, the language was naturally simple. Most of our basic words that have to do with the home are of Germanic origin. Some of these are sister, brother, father, mother, go, eat, house.

A famous Saxon king was Arthur. He established the Order of the Knights of the Round Table. Here, for the first time in English history we see the idea that the strong should protect the weak.

About 700 A.D., the coastal cities of England were invaded by a ruthless tribe from the north. They were called the Danes or sometimes the Vikings. We cannot call this an invasion for it really was a series of coastal raids. At night they would swoop down on a coastal town, burn the buildings, carry off the gold and other treasures and sail away in their ships. The people were so frightened of these raiders that they had a special prayer in the churches which began, "Lord, protect us from the terrible Danes." By 838 A.D. the Danes had become so bold that they were beginning to settle in some coastal towns. It was in this year that London was burned. Alfred became king and helped to fight off the Danes. During his reign, the beginning of the English navy was built. By 900 the Danes who were living in England became so closely associated with the English that it was difficult to tell them apart. A Danish king, Canute, brought the land together under one ruler. The English language was enriched during these two hundred years by a great fund of new words. Many of these had to do with the sea and the Northland. Such words as ship, yacht, eiderdown, snow, and most of our words beginning with sk such as ski, skill, skull, and skulk. Plunder and booty also came into our language at this time.

In 1066, William, Duke of Normandy, defeated the English at the battle of Hastings. This had a far-reaching effect on the speech and institutions of the country. These Normans were highly civilized and held all positions of authority. French naturally became the language of the court and of polite society, while English remained the language of the masses. A respect for all things French in Europe at this time strengthened its influence. For a time, the English language fell so "low", it was no longer used as the language of literature.

In the year 1100 the English language consisted of about seventy Celtic words plus the Germanic language brought by the Angles plus a few Latin words plus the sea words brought by the Danes. In the next 200 years, 10,000 French words were added to the language. These had to do with law, religion, and society.

During the Middle English Period, the English and Normans were gradually fused into one people. English retained its position as the spoken language of the common people, and by the middle of the fifteenth century it regained its place as the official language of the land. It was greatly changed. Under the French influence it lost its German inflections and certain of its gutteral sounds. It adopted a more simple sentence structure. It added many French words and started an individual development of its own. English is the only language of which nearly seventy-five per cent of its elements are of foreign origin.

During the Middle English Period Geoffrey Chaucer, genius of literature, did much to establish a standard English tongue by writing his Canterbury Tales. Because he was so prominent at court, he set a fashion for the use of English instead of Latin or French. By 1600 English was formed, a rich, full, powerful language. The works of Shakespeare are proof of this. The pronunciation was undoubtedly different, and the accent was quite Scottish.

Our language is still changing by our making new words, giving new meanings to old words, and by adopting words from other languages. At various times Latin has influenced our language. Many Bible terms came into our tongue with Christianity. During the Renaissance Latin words came in by the hundreds. There seems to be no end to the number of words we can produce from our 26-letter alphabet. From a language of 70,000 words in the year 1500 to a language of 550,000 words in 1949 is a phenomenal growth.

The American language is a branch of the English language. Many things have happened to change our language. Some of this change is due to our industrial development. Immigration has helped; people from foreign shores have brought new styles, new foods, and new customs that we have added to our own. Indian words such as raccoon, hominy, maize, wigwam and squaw were added to the language by the white settlers. Pioneers coined new words for new things: live oak, box elder, garter snake, bob-white. The Spanish explorers in the southwest left hundreds of place names and words in our language: broncho, rodeo, vamoose, sombrero, and names beginning with San, Santa, and El. Along the Gulf of Mexico and up the Mississippi into Minnesota and Michigan we find the French influence because of the early French explorers. The German and Dutch influence are strong along the eastern seaboard.

Add to the above additions and changes the American passion for anything new and exciting, and it is easy to see that our language is drifting away from the English language as spoken in England. A visitor to our shores has recently said that it would take him ten to twelve years to speak the American language. In the world in which we live today a global language is a necessity if we are to have understanding and peace. Basic English is gaining ground in many places in the world. This is really a simplified form of the English language containing 850 basic words plus verbs. It is not intended for literary use, but simply as a means of communication. It is now taught in the schools of many foreign countries.

Objectives

A. General

We purpose to bring the children to realize that people of many different nationalities have contributed considerably to the language and culture of English-speaking people, and that all groups of people, all nations, large and small, are interdependent.

B. Specific

Knowledge or factual information objectives.

1. Knowledge of the location of the homes and invasion routes of the Celts, Picts, Scots, Romans, Angles, Saxons, Jutes, Danes, Vikings, Normans, French.

2. The story of how each of the above mentioned people affected the lives and history of the inhabitants of Britain.

3. Knowledge of the outstanding men and heroes in early Britain, such as: Julius Caesar, King Arthur, Alfred, Canute, St. Patrick, Bede, Caedmon, Beowulf, Harold, Chaucer, Duke of Normandy, Shakespeare, etc.

4. Knowledge of the kinds of words borrowed from the Latin and French.

5. Knowledge of the position of English and French around 1500.

6. Knowledge of life and customs in early England.

7. Some knowledge of Old English

    a. Beowulf, Chaucer, Canterbury Tales

8. Knowledge of Shakespeare

    a. Stories of his plays (Lamb's Tales)

9. How and why language changes and grows.

10. Creation of new words in a language.

11. Differences between English and American.

12. Word meanings--elementary semantics.

Skills

A. Skill in the use of alphabetical material in seeking information on different nationalities and men involved in the early history of England.

B. Skill in map reading through constant reference to large maps of Europe during discussions, and through the use of individual maps for tracing routes and marking locations.

C. Greater skill in oral expression by free participation in discussions, dramatics, programs, and by reports on subjects assigned for reference reading.

D. Skill in writing stories and reports on events in history.

E. Greater ability in reading by both group and individual reading of historical events and stories related to history.

F. Improved handwriting through writing reports and stories.

G. Improved ability to spell in writing new words necessary to express new ideas.

H. Improved ability to punctuate properly in an effort to express oneself clearly and accurately in written work.

I. Improved ability to use better grammar and choice of words in trying to express oneself in oral and written work.

J. Ability to use the correct forms in writing letters when community contacts are made.

Appreciations

A. An understanding of how nations, people, and languages are dependent on others for what they are today.

B. An understanding of how language is a living thing growing and changing every day.

C. An understanding of how powerful language can be when used effectively for the proper situation.

D. An appreciation of the fact that language is only a tool to convey the more important meaning in communication.

E. An appreciation or a "feel" for foreign languages that will make them interesting and not something to be dreaded.

F. An appreciation for the difficulties to be overcome in attaining world-wide communication and understanding.

G. An appreciation for the cultural contributions of the nationalities studied--literature, music, art, science, etc.

Introductory Activities

As the teacher calls the roll, he may comment favorably on names of foreign extraction (his own included) and on how wonderful it is that we are all privileged to live and work together here to make one happy family, school, nation, democracy. Do we have any English boys and girls (English extraction)? The name English just like the word American doesn't tell us from what country one's ancestors came. An Englishman may have been from any one of ten or more different nationalities (Celts, Picts, Scots, Romans, Angles, Saxons, Jutes, Danes, Vikings, Normans, etc.). Do you know that English wasn't even spoken in England until the Angles brought it over to the island about 500 A.D.? Some of you may already know some words of a foreign language. Call on a few pupils. All of you know many more than you think. For instance (illustrate): beau, rodeo, kindergarten, sombrero, chic, blitz, kimono, envelope. How can we find out more about these words, these people who helped make our language, and how our language grew?

Plan group and individual activities and projects with the class. This planning may take a few days; it is time well spent because it will be a period of great learning for pupils and teacher. The purposes and pattern of behavior will be established for the class for the next few weeks. If this planning is well done and provisions are made for group activity with plenty of materials for all, the success of this project as a learning experience is practically assured. Following are some suggested introductory activities.

1. Write a family history; find out as much about your ancestors as you can.

2. Prepare a dictionary of given and family names for the members of the class. What do the names mean?

3. Of what languages is our English language composed?

4. How did the different words get into our language?

5. Blood of what different nationalities might be in an Englishman's veins? How is this possible?

6. Compare the early history of Britain with colonial America.

7. What is the difference between the English and American languages?

8. Dramatize the early invasion period of English history. How could you make a picture story of this period?

9. Take one section of the dictionary and list the words from different languages in separate columns. What are the percentages for each language in the words that you examined?

10. What customs of the early Britons do we have today?

11. Compare the introduction of new customs into early England with the customs brought into the United States by immigrants.

12. Write to the various consuls of foreign countries represented in your city for information about each country.

Subsequent learning Activities

1. Look in reference books for information on who the following people were and when and why they came to the island of Britain: Celts, Picts, Scots, Romans, Angles, Saxons, Jutes, Vikings, Danes, Swedes, Normans.

2. On a map locate the home of each of these people and trace their routes to England.

3. Who were the following? Get your information and report to the class. Julius Caesar, Agricola, Arthur, Alfred, St. Patrick, Canute, Robin Hood, Harold, Duke of Normandy, Caedmon, Richard, Bede, Chaucer, Shakespeare.

4. Tell the stories of the Canterbury Tales. Dramatize one or two of them.

5. Tell the stories of some of Shakespeare's plays. Dramatize a few scenes.

6. Tell and dramatize stories of King Arthur. Prepare a radio skit if you can.

7. What was the renaissance? Tell how it influenced us.

8. Find examples, prepare a notebook, or tell the class how the following change and add to our language:

   a. slang
   b. war
   c. inventions
   d. discoveries
   e. foreign words
   f. styles and foods
   g. explorations
   h. coined words

9. Locate information and materials to make the following for display to the class or to the school:

   a. Booklet or posters on Shakespeare
   b. Posters on the development of culture during the Renaissance
   c. Murals or cartoon strips showing life in early England
   d. Cartoons of Robin Hood and King Arthur
   e. Posters of Lord's Prayer in Anglo-Saxon, Latin, English
   f. Comparative lists of words from different languages
   g. Posters of interesting word histories
   h. Models of Roman forts, English castles, etc.
   i. Map of Britain showing Roman occupation
   j. Pictures of Roman soldiers, ships, walls, etc.

10. Tell the class about Basic English. What is it? Examples.

11. Practice reading some Old English. Who can help you? Read some to the class. How are the words alike, different?

12. Prepare debates, pro and con:

   a. Resolved that French should be the language of Great Britain

   b. Resolved that English should be the universal language

   c. Resolved that English is too clumsy and impractical a language for use by the United Nations

13. Take a nationality and language census of your school or your community. How can these elements learn to understand each other better?

14. Visit the International Institute, the telephone building, radio station, Wayne University Speech Laboratory. How are these institutions concerned with the arts of communication?

15. Invite some of your friends and neighbors who have lived or travelled in the countries studied to talk to the class about their experiences.

16. Prepare exhibits for the bulletin boards and display cases to show others what you are doing and what interesting things you have found out in this project.

17. Prepare a vocabulary notebook of new words that you meet in your reading every day. Find out their etymology and meaning. If it is a good word, try to make it your own. How?

18. Prepare a radio broadcast on one of the topics mentioned above.

19. Find interesting story books in the library about boys and girls in the countries you have been studying. Tell the class about them.

Materials

Reference books on history and languages, dictionaries, classroom library of literature and fiction books, crayons, paints, drawing paper, pictures, magazines, clay, construction materials, scissors, paste, tables, phonograph, radio, projection machine for strips and movies, microphone standards, public address system, etc.

The next few pages list audio-visual aids that the teacher will find helpful in stimulating certain phases of this project, enriching it, and for providing further learning experiences to the pupils.

Free Reading (Literature) Lists for Pupils

The following books are but a few suggestions for the teacher and the pupils. There are many more titles in the school librarian's book list. The National Council of Teachers of English has published several good book lists arranged according to subject and well-indexed. The pupil's interests may lead him to do some browsing on his own. With the help of a sympathetic and well-informed librarian he will find dozens of fascinating books that will contribute to his growth in areas covered by this unit and others.

Denmark

Owen, Ruth.	Denmark Caravan

England

Adams, Katherine.	Scarlet Sheath
Beaty, J. O.	Swords in the Dawn
Colver, Alice.	Adventure for a Song
Gray, Elizabeth.	Adam of the Road
Hilton, James.	Goodbye, Mr. Chips
Stratfield, Noel.	Ballet Shoes

France

Adams, Katherine.	Mehitable
Brink, Carol.	Anything Can Happen on the River
Darby, Ada.	Gay Soeurette
Dubois, Mary.	League of the Signet Ring
Dumas, Alexandre.	Three Musketeers
Kenton, Edna.	With Hearts Courageous
Neumann, Daisy.	Timothy Travels
Stuart, Ruth.	Story of Babette
Tarkington, Booth.	Monsieur Beaucaire

Italy

Angelo, Valenti.	Golden Gate

Norway

Baldwin, James.	The Sampo, A Wonder Tale of the Old North
Colum, Padraic.	The Children of Odin
Hosford, Dorothy.	Sons of the Volsungs
McSwegan, Marie.	Snow Treasure
Unset, Sigrid.	Happy Times in Norway

General

Baldwin, James.	The Story of Roland
_____.	The Story of Siegfried
Bennett, John.	Master Skylark
Chamoud, Simone.	Picture Tales from the French
Chevalier, Ragnhild.	Wandering Monday and Other Days in Old Bergen
Chrichton, Francis.	Peep-in-the-World
Collier and Eaton.	Roland the Warrior
Davis, Mary.	The Truce of the Wolf and Other Tales of Italy
Eaton, Jeanette.	Jeanne D'Arc
Echols, Ula.	Knights of Charlemagne
Ellis and Fisher.	The Story of English Life
Everson, F. and H.	The Coming of the Dragon Ships
French, Allen.	The Story of Rolf and the Vikings Bow
Gibson, Katherine.	The Oak Tree House
Grierson, Elizabeth.	Tales From Scottish Ballads
Hall, Jennie.	Viking Tales
Hillyer, V. M.	A Child's History of the World
Jacobs, Joseph.	English Fairy Tales
Lagerlof, Selma.	The Wonderful Adventures of Nils
Lownsbery, Eloise.	The Boy Knight of Reims
Lebermann, Norbert.	New German Fairy Tales
Leighton, Richard.	Olaf the Glorious
Peck, Anne.	Roundabout Europe
Pyle, Howard.	(Several books on King Arthur, his knights and the Round Table)
Riggs, Stafford.	The Story of Beowulf
Sherwood, Merriam.	The Merry Pilgrimage
Tappan, Eva M.	When Knights Were Bold
Twain, Mark.	The Prince and the Pauper
_____.	Connecticut Yankee in King Arthur's Court
Untermeyer, Louis.	Rainbow Gold

Teacher Bulletin

Topical Index to General Language Bibliography for Teachers of General Language and School Libraries, 1939: This topical index is recommended for all teachers in later elementary homerooms. School library books are listed herein so that the pupil and/or the librarian can easily find a reference book that will give the information desired.

Reference Books in School Library

American Old World Background. Southworth.
The Beginnings. Terry.
Beowulf. Lewis.
Books of Knowledge.
Compton's Encyclopedia.
Compton's Pictured Encyclopedia.
The Enchanted Past. Hagdon.
England's Story. Tappan.
Fifty Famous Stories. Baldwin.
General Principles of Language. Blancke.
Glimpses into the Long Ago. Southworth.
Golden Road in English Literature. Cruse.
Little Stories of England. Dutton.
Old World Background. Harding.
Our Ancestors in Europe. Hall.
Our English Ancestors. Tappan.
Our European Ancestors. Tappan.
Our Old World Background. Beard and Bagley.
Story of the Canterbury Pilgrims. Darton.
Story of the Middle Ages. Southworth.
Story of the Romans. Guerber.
Thirty More Famous Stories. Baldwin.
What the Old World Gave the New. Southworth.
Words. Ernst.
World Book.

Poetry Suggestions

Anthology of Children's Literature. "Lochinvar" by Scott.
Junior High Literature II. "Robin Hood's Death."
Silver Pennies. "A Song of Sherwood" by Noyes.
Singing World. "Ballad of John Silver" by Masefield.
Singing World. "The Highwayman" by Noyes.

Books About Development of English

English Literature for Boys and Girls. Marshall.
In the Days of the Guild. Lamprey.
King Arthur and His Knights. Warren.
Land Sing Cuckoo. Sterne.
Magic Gold. Lansing.
Medieval Days and Ways. Hartman.
Merry Adventures of Robin Hood. Pyle.
Merry Ballads of Robin Hood. Dietrick, Franz, and Walsh.
Morte d'Arthur. Mallory.
Stories of the Vikings. Dunlap.
Story of Beowulf. Riggs.
Story of King Arthur. Pyle.
Story of Roland. Baldwin.
The Story of Sir Galahad. Sterling.
Story of Sir Lancelot. Pyle.
Story of the Champions of the Round Table. Pyle.
Story of the Grail. Pyle.

Fiction in School Library

Alice in Wonderland. Carroll.
A Christmas Carol. Dickens.
David Copperfield. Dickens.
Guilliver's Travels. Swift.
Kidnapped. Stevenson.
Oliver Twist. Dickens.
Peter and Wendy. Barrie.
The Prince and the Pauper. Twain.
Robinson Crusoe. Dafoe.

Correlation with Reading and Literature

There are many interesting stories in the basic readers available in most seventh and eighth grade homerooms or English classrooms. These stories are often very pertinent to the topic of the unit or closely enough related so that the teacher can easily help the pupil to associate the theme of the story to that of the project under consideration.

These stories may be read in a free reading period or presented as a discussion and lesson if the tale is very closely related to the work. Most of the pupils' reading for information will be in library books or in special books borrowed for the classroom library.

The following stories in the books indicated below are suggested for pupils working on the history of the English language:

Paths and Pathfinders. Gray, Monroe & Arbuthnot. Scott, Foresman Co.

Tony's Hobby
The Message from the Sun
Out of Defeat
Sound-Effects Man
The Three Golden Apples
The Quest of the Hammer
How Old Stormalong Whitened the Cliffs of Dover
Robin Hood Rescuing the Widow's Three Sons
Cousin Kate from Budapest
Lofoten Adventure
Farmer of Paimpol
Braille's Golden Key
The Pine-Tree Shillings
Sea Fever
John Gilpin
A Voyage to Lilliput

Trails to Treasure. Russell, McCullough & Gates. Ginn & Company.

Music on the Mississippi
The Story of Johnny Appleseed
The Canal
The Cosmic Comic
How to Tell the Wild Animals
Paul's Great Flapjack Griddle
Nonsense Verses
International Highway for Fish
Bird Travelers
Things to Hear in the Spring
Robinson Crusoe's Story
Pandora
When Thor Lost His Hammer
Robin Hood and the Sheriff
How Arthur Became King
William Tell
The Feather of the Northman

Wings to Adventure. Russell, Gates, & Snedaker. Ginn & Company.

A Gift from Confucius
The Trojan Horse
Demeter and Persephone
The Blind Men and the Elephant
Talk: A Tale from Africa
The Bee-man of Orn
The Picture in the Window
Three Without Fear
Travel
Boiling the Billy
Pancakes-Paris

Wonders and Workers. Gray, Monroe, & Arbuthnot. Scott, Foresman Co.

The Dog of Pompeii
Lochinvar
The Tournament at Ashby
Gutenberg and His Printing Press
Ulysses and the Cyclops
The Golden Cup of Kasimir
Planes Fly East
Dunkirk
America in My Blood
The Lens Maker of Delft
The Skeleton in Armor
The Highwayman
The Cratchit's Christmas Dinner

Spelling

To make the teaching of spelling effective the words used in the "lesson" must be those that are needed by the pupil to express himself in the writing activities involved in the project. This makes spelling very much an individual matter, but the alert teacher can cull enough words of general interest out of class discussions to build up a spelling list of value to the majority of the class.

If each pupil can build up his own list of troublesome words, a cooperative study and testing period could be organized so that the better spellers could help the weak. If the organization of the school demands a formal class list, then by all means have the list prepared from material that the pupils need to use in any/or all the subjects of his school day.

Handwriting

In a unit of this kind there is plenty of written work for the pupils to accomplish. It is suggested that in a group discussion the class set up certain standards for all written work. To make the evaluation more democratic and effective, a committee could be organized to pass on the caliber of handwriting for each pupil and to decide whether or not the composition is acceptable. The pupils will respond more readily to this kind of criticism and will strive to produce handwriting acceptable to their peers.

After a few exercises the committee can single out for the teacher those pupils who are in need of help. A little workshop then can be organized in which the teacher can give help, or in which pupils can help one another. One of the best objectives for a pupil in handwriting is to produce a legibly written composition, if he is cognizant of the fact that it will be rejected if it is poorly done.

Correlation with English

Reference: Building Better English. Grade 8. H. Greene & K. Ashley. Row, Peterson and Company, Evanston, Illinois.

Refer to Unit I to get help in making reports.
Refer to Unit XI to get help in writing a letter.
Refer to Unit II to write a good report.
Refer to Unit VII to improve reading habits.
Refer to Unit IX to get help in finding information.
Refer to Units VI, VIII, X, XII, to get help in using good English.

If you need help in correcting your grammar, look in the index or table of contents for the item concerned; such as verbs, pronouns, sentences, etc.

This book can be a guide and handy reference text to help the pupils speak and write more effectively.

Filmstrips

Send requests for filmstrips to the Audio-Visual Service Department, 9345 Lawton Avenue.

Title	Call No.
We Are All Brothers	F132
How to Develop Good Vocabulary	F251
Importance of Vocabulary in Communication	F249
Necessity for Good Spelling	F242
Seeing, Hearing and Spelling	F243
Use of the Dictionary	F245
Words and Their Backgrounds	F250
Birth of Our Freedom	F583
Children of Holland	F228
St. Valentine's Day	F519

There are several filmstrips on the parts of speech and punctuation and capitalization. The new catalog offers more titles suitable for this unit.

Lending Collections and Exhibits

The Children's Museum, 5205 Cass Avenue, will send you material on almost any topic in addition to those listed in their bulletin. These materials are available to the teachers in all Detroit Public Schools. Order blanks are on file in school offices or libraries. Some suggested exhibits are listed below: (See pages 52-55 and 68-69 of the Museum catalog.)

Proverbs - Illustrations of wise saying of the past.
Days of Knighthood - Costume dolls of the middle ages.
King Arthur - Posters of buildings and life in the days of Arthur.
Life in Greece and Rome - Pictures
Medieval Days - Poster illustrations.
Robin Hood - Wood carvings.
Canterbury Pilgrims - Murals
Shakespeare - Color illustrations from the plays.

Phonograph Records

The Department of Radio Education has a fine selection of phonograph records with excellent material available for most any kind of unit. See the catalog of phonograph records. The records listed under "Patriotic" and "Folk Songs" may be appropriate here. The teacher may develop a secondary or correlating unit devoted mostly to music of foreign countries. Here are a few suggestions:

Title	Call No.
Shepherd's Hey (Morris Dance Tune)	1095
La Marseillaise	6106
The Butterfly (German) Songs for Children	20073
Songs of Ireland	35878
Solveig's Song (Norwegian)	4014
Auld Scotch Songs	1305
Oh Vermeland (Swedish)	19923
All Thru the Night (Welsh)	74100
Cradle Songs of Many Nations, Parts I & II	20395-20441

Transcriptions

The following transcriptions are recorded at 78 r.p.m. and are now available for use in the schools. See the complete transcription catalog or call the Radio Department for further information. The following transcriptions may be of interest to the pupils in studying the unit on the History of the English language:

Title	Call No.
Americans All - Immigrants All	137-139
French Speaking Peoples	134-136
Germans in the United States	110-112
Scandanavians in the United States	116-118
Scotch, Irish, Welsh in the United States	103-106
Slavs in the United States	125-130
Julius Caesar	169
Canterbury Tales (Chaucer)	160
Horatius at the Bridge	146
Americans of Foreign Birth	167
Musicale of Continental Songs (6 sides)	180

Radio Scripts

Several sets of scripts used at one time for radio programs may be borrowed from Radio Station WDTR and used for informal dramatization in the classroom or over the school PA system. The radio script catalog gives a short resume of the story in each one and lists the number of characters. Each character is supplied with a complete script.

The following scripts are suggested for use at appropriate times during this unit. The teacher may find better ones depending on the needs and interests of her class.

Title	Call No.
Columbus Returns	204
The Enchanted Horse	348
Evangeline, The Tragic Wanderer	212
Foreigners Settled America	297
Let Us Give Thanks (The Little Foreigner)	343
The Story of the Radio	267
Under Three Flags (Michigan)	42
World Brotherhood	296

Radio Programs

There are twenty-nine series of radio programs offered each school day from 9:00 a.m. to 2:15 p.m. on station WDTR, 90.9 FM. The catalog of broadcasts is available at the beginning of each semester so that the teacher, in planning a unit of work for his class, can check the schedule or find suitable programs for the unit at the time the class meets. The series marked with asterisks below offer material of value for a unit such as the History of the English Language. Very often the teacher will have to weave the program into the unit when it is offered instead of having it in chronological order. But the excellence of the material given is often worth the extra planning and effort. The unchecked programs are not to be ignored. A reading of the synopsis of the individual programs may reveal some very suitable material.

*Adventures in Research
*Another Language
*Art
*Books Bring Adventure
*Family Living
*Fun at Home
Health
Highway Safety
*Honor the Name
*I Work for UNESCO
*Junior Town Meeting
*Library Hour
*Poetry
Safety
*School Music Hour
School Spotlight
Scoop Ryan
*Stories to Remember
*Storyland
Story Spinner
Tale Time
Treasury Guest Star
Here's to Veterans
*World Neighbors

Movies

See the Sound Motion Picture Catalog, Department of Visual Education, 467 West Hancock, 1946-47, File No. 5282 and 5790.

Title	Call No.
Julius Caesar (18 minutes)	S446
Macbeth (16 minutes)	S460
The Telephone Hours (18 minutes)	S450
Canals of England	S94
Gateway to the World	S28
Ireland, Melody Isle	S124
Island of Guernsey	S145
Medieval Village	S4
Underwater Speechways	S30
Byways of France	S668
Making Books	S683
Spelling is Easy	S595
How to Read a Book	S59
Immigration	S626
Story of Modern Italy	S1052
Life in Stockholm	S593
Sweden	S1057
Swedish Industries	S1059
We the Peoples - UN Charter	S631
Robin Hood (still film) (2 reels)	1018

Slides

Title	Call No.
David Copperfield	L71
Julius Caesar	371
Lady of the Lake	L6
Midsummer Night's Dream	L51
Pilgrim's Progress	L3
Robinson Crusoe	L23
Stratford on Avon	L74
England	128-129
England: London	133-136
England and London	131
England: Rural	126-127
England: Sherwood Forest	130
King Arthur	MA65

Evaluation

The evaluation of the effectiveness of this unit may be done in terms of the three sets of objectives: (1) Objectives relating to increase of factual information, (2) Objectives relating to skills that were to be initiated and increased, and (3) Objectives relating to appreciations to be attained. The methods of evaluating are:

1. Evaluating the amount of factual information or knowledge the children had gained.

    a. Written tests

        (1) Essay type, simple questions
        (2) One-word answer, multiple choice
        (3) Vocabulary meaning tests
        (4) Stories written on topics from the unit

    b. Oral tests, guessing games, riddles
    c. Dramatizations, oral reports, debates

2. Evaluating the skills that were initiated and increased

    a. Noting the increased facility with which the children used alphabetical material

    b. Observing increased independence in finding material in reference books

    c. Observing increased interest in drawing and reading maps

    d. Observing improvement in grammar, choice of words, spelling, and punctuation

    e. Noting increased ease in oral and written composition

f. Noting increased use of more complex forms of sentence structure

g. Observing interest in reading related materials

(1) Free reading from school and libraries
(2) Pertinent articles and pictures
(3) Magazines brought from home
(4) Newspaper clippings
(5) Reference books from other rooms in the school

h. Listening to reports of visits

i. Observing the interest of outsiders in the bulletin boards and exhibit cases in the school

j. Observing the sincerity and validity of facts and arguments in discussions and debates

k. Observing the increased interest in using the dictionary for new words

l. Increased reading of library books for fun

3. Means used for evaluating appreciations

This is a continuous process which will operate long after the unit is finished. Attitudes and remarks will show increased appreciation and tolerance for foreign people, their culture and language. A facility and eagerness to pick up new words, more suitable words, should be evident in all of their work. They may continue to bring in magazine material, books, pictures pertaining to various phases of the unit. The pupils of English descent should be less snobbish and more tolerant of other pupils in the school. In later units there will constantly appear opportunities for referring to this unit; here the teacher can see just how long the desired appreciations last. The reactions and spontaneous remarks of the pupils and the fact that all are interested mean that the material is not too difficult, that the concepts are easy enough for all to grasp, and the sequence easy to follow.

Basic Text

For a unit of this kind it is suggested that no book be used as a basic text. The regular general language text, English text, readers, dictionaries, spelling manuals, and other classroom texts now become source or reference books from which the pupils get information necessary for their various projects.

APPENDIX G

GENERAL LANGUAGE BIBLIOGRAPHY

Detroit Public Schools
Division of Instruction
Language Education Department

GENERAL LANGUAGE BIBLIOGRAPHY

1950 Supplement

for

Teachers of General Language and School Librarians

April, 1951

File No. 7946

CONTENTS

FOREWORD

Teachers of general language have found the general language bibliographies published in 1939 to be very helpful, in fact, very necessary tools for successful teaching in this subject matter area. The bibliographies included in this bulletin are an attempt to supplement the earlier list. In the last ten years many new books have been added to the library shelves, new books written especially to interest the young student. It is important for all students and teachers of general language to become acquainted with this wealth of interesting material.

If many of the books in Section I are not on the school library shelves, the school librarian, upon the recommendation of the general language teacher, will be glad to add the new titles to the library book order made out for the school in the spring of each year.

Part I of this bibliography consists of books taken from the latest book order lists available to school librarians, 1947-1950 inclusive. Part II lists the titles of books available in public libraries. These books have been selected because of their interest to students of general language. Part III is a topical index of the Britannica Junior and the Lincoln Library which are on the approved list for school library use. The earlier general language bibliographies, published in 1939, contain topical indexes for Compton's Pictured Encyclopedia, Book of Knowledge, and The World Book.

Miss Dolores Rodriguez, Mr. William Koloff, and Mrs. Audra Hardesty, respectively, have contributed generously of their time and effort in making these bibliographies available to teachers of general language. The general language supervisor takes this opportunity to express his sincere appreciation for their valuable help.

Clarence Wachner, Supervisor
Language Education Department

Part I

Topical Index and General Language Bibliography of Books Available in School Libraries

Supplement to General Language Bibliography, File No. 9636, February, 1939, and Topical Index, File No. 97, September, 1939

TOPICAL INDEX

AND

GENERAL LANGUAGE BIBLIOGRAPHY

OF BOOKS MADE AVAILABLE TO SCHOOL LIBRARIES

Africa

Ojike, Mbonu. My Africa. John Day Co.

Alphabet

Ogg, Oscar. The 26 Letters. New York: Thomas Y. Crowell. 1948.

Argentina

Dalgliesh, Alice. They Live in South America. New York: Scribner's Sons. 1942.
Greenbie, Sydney. Republic of the Pampas; Argentina, Uruguay, Paraguay. Evanston, Illinois: Row, Peterson.
Hudson, Will H. Tales of the Gauchos. New York: Alfred A. Knopf. 1946.
Ives, Mabel L. He Conquered the Andes (The Story of San Martin, the Liberator). Boston: Little, Brown & Co.

Australia

Busoni, Rafaello. Australia. New York: Holiday House.
Hogarth, Grace A. Australia, the Island Continent. Chicago: Houghton, Mifflin.

Brazil

Brown, Rose J. The Land and People of Brazil. Philadelphia: J. B. Lippincott.
Criss, Mildred. Don Pedro of Brazil. New York: Dodd, Mead.
Hager, Alice R. Brazil, Giant to the South. New York: Macmillan.
Greenbie, Sydney. The Fertile Land: Brazil. Evanston, Illinois: Row, Peterson.
May, Stella B. Let's Read About Brazil. New York: Fideler Co.

Calendar

Brindze, Ruth. The Story of Our Calendar. Vanguard Press. 1949.

Chile

Greenbie, Syndey. Between Mountain and Sea (Chile). Evanston, Illinois: Row, Peterson.

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Buck, Pearl. The Big Wave. New York: John Day.
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_____. The Good Earth. Grosset and Dunlap.
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Lattimore, Eleanor. Three Little Chinese Girls. New York: William Morrow. 1948.
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Meadowcroft, Enid La Monte. China's Story. New York: Thomas Y. Crowell.
Nourse, Mary A. and Goetz, Delia. China, Country of Contrasts. New York: Harcourt, Brace.
Seeger, Elizabeth. The Pageant of Chinese History. New York: Longmans, Green. 1947.
Spencer, Cornelia. China. New York: Holiday House.
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White, Vaughan. Our Neighbors, the Chinese. Rinehart, Inc.
Wiese, Kurt. You Can Write Chinese. New York: Viking Press. 1945.

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Barbour, Thomas. A Naturalist in Cuba. Boston: Little, Brown.
Greenbie, Sydney. Three Island Nations: Cuba, Haiti, Dominican Republic. Evanston, Illinois: Row, Peterson.

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Barnouw, Adriaan J. The Land of William of Orange. Philadelphia: Lippincott.
Brown, Beatrice C. and Arbathnot, Helen. The Story of England. New York: Random House.
Chaucer, Geoffrey. The Canterbury Tales. New York: Longmans, Green.
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Bragdon, Lillian J. The Land of Joan of Arc. Philadelphia: Lippincott.
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Wernher, Hilda. My Indian Family. New York: John Day. 1945.

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Cowper, Frederick A. G. Italian Folk Tales and Folk Songs. Chicago: D. C. Heath.
Marroro, Howard R. Contemporary Italian Short Stories (text). New York: Henry Holt.

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Dilts, Marion M. The Pageant of Japanese History. New York: Longmans, Green.
Hersey, John R. Hiroshima. New York: Alfred A. Knopf.
Roth, Andrew. Dilemma in Japan. Boston: Little, Brown.
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Brown, Harriet M. and Bailey, H. M. Our Latin American Neighbors. Chicago: Houghton, Mifflin.

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Cutright, Prudence, Charters, W. W. and Sanchez, George I. Latin America, Twenty Friendly Nations. New York: Macmillan.

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Part II

Subject Index of Public Library Books for
Use as Reference Books and
Outside Reading in General Language

SUBJECT INDEX OF PUBLIC LIBRARY BOOKS

FOR USE IN GENERAL LANGUAGE

This is a Subject Index of books which would be useful when teaching the Latin, French, Spanish, Italian and German units (Chapters 15-19) of General Language by Lindquist. All of the books indexed are available from the Children's Room of the Main Library, most of them from the branch libraries, and some from the school libraries. Branch libraries will make up special collections of books to be charged out or to be placed on special shelves for students when they come in. Any book not available from a branch library may be interloaned from the Main Library.

When students are asked to prepare reports, they usually go to the encyclopedia. The result may often be a dull report. This index was prepared to show students (and teachers) other sources of material which could be used.

Guide for Using Index

1. Subjects are listed alphabetically within each unit.
2. If the name of a person cannot be found, look up "Name of Unit"--Biography. The books listed there will usually have material about most of the men mentioned in the text.

Call No.

Latin

Augustus, Emperor of Rome

J930 F81a — Foster, Genevieve. Augustus Caesar's World; A Story of Ideas and Events from B. C. 44 to 14 A.D. New York: Scribners. 1947. 330 p.

J920.1 H11fR — Haaren, John Henry. "Augustus!" (In his Famous Men of Rome). 1904. (pgs. 209-218)

Caesar, Caius Julius

J909 B18a — Baldwin, James. Thirty More Famous Stories Retold. New York: American Book. 1905. (pgs. 212-215, "Crossing the Rubicon")

JB C11bB — Buchan, John. Julius Caesar. Appleton-Century-Crofts. 1932. 170 p.

J923.5 C67f — Coffman, Ramon. Famous Generals and Admirals for Boys and Girls. 1944. (pgs. 19-23)

J920.1 F23 v.1 — Farjeon, Eleanor. "The Roads of Rome." (In her Mighty Men) 1925. (pgs. 92-96)

J920.1 H11fR — Haaren, John Henry. "Julius Caesar." (In his Famous Men of Rome) 1904. (pgs. 181-202)

Call No.

Cicero, Marcus Tullius

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Latin Literature see also Myths--Greek and Roman

j870.8 P99 — Pym, Dora, ed. Readings from the Literature of Ancient Rome In English Translations. New York: Harcourt, Brace. 1923.

Latin Literature--Collections

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j398.1 B8755 — Bulfinch, Thomas. A Book of Myths. 1942. 126 p.

j398 C54 — Clark, Barrett Harper. A World of Stories for Children; the Great Fairy, Folk Tales and Legends of the World from the Earliest Times to the Late Nineteenth Century. Indianapolis; Bobbs-Merrill. 1947. 820 p.

j920.1 F23 v.1 — Farjeon, Eleanor. Mighty Men (from Achilles to Julius Caesar). New York: Appleton-Century-Crofts. 1925. (pgs. 1-28)

j398.1 F84 — Francillon, R. E. Gods and Heroes. 1915.

j398.1 G25a — Gayley, Charles. The Classic Myths in English Literature and Art. New York: Ginn. 1911. 597 p.

j398.1 G93 — Guerber, Helene. Myths of Greece and Rome; with special reference to literature and art. New York: American Book. 1893. 428 p.

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Roman Civilization

j913.37 G39 — Giles, Alex. The Roman Civilization. London: T. C. and E. C. Jack. 1918. 159 p.
1. Rome--Social Conditions
2. Rome--Politics and Government

Roman History see Rome--History

Roman Literature see Latin Literature and Myths--Greek and Roman

Rome--Biography

j920.1 H11fR — Haaren, John Henry. Famous Men of Rome. New York: University Publishing. 1904. 269 p.

Call No.

Rome--Description

j937 J65a — Johnston, Harold W. The Private Life of the Romans. Chicago: Scott, Foresman. 1932. 430 p.

j910 S82 v.8 — Stoddard, John. John L. Stoddard's Lectures. Chicago: G. L. Schuman. 1911.

j937 T71 — Treble, Henry Arthur. Everyday Life in Rome in the Time of Caesar and Cicero. Oxford: Clarendon Press. 1930. 160 p.

Rome--History

j909 B18a — Baldwin, James. Thirty More Famous Stories Retold. New York: American Book. 1905. (pgs. 177-196, "How Rome was Founded;" pgs. 197-199, "How Decius Mus Saved Rome;" pgs. 200-204, "Delenda est Carthago!;" pgs. 205-211, "Hannibal, Hero of Carthage;" pgs. 212-215, "Crossing the Rubicon.")

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j880.8 T16a v.3 — Church, Alfred. "Stories from Livy." (In Tappan, E. M. Stories From the Classics. 1929)

j930 F81a — Foster, Genevieve. Augustus Caesar's World. New York: Scribners. 1947. 330 p.

j937 G95 — Guerber, Helene. The Story of the Romans. New York: American Book. 1896. 288 p.

j920.1 H18 — Hamilton, Mary Agnes. Ancient Rome; The Lives of Great Men. Oxford: Clarendon Press. 1922. 159 p.

j937 H22 — Harding, Caroline. The City of the Seven Hills; a book of stories from the History of Ancient Rome. Chicago: Scott, Foresman, 1902. 268 p.

J — Lawrence, Isabelle. Gift of the Golden Ring; a tale of Rome and pirates. 1946.

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j937 M17s — Macgregor, Mary. The Story of Rome; from the earliest times to the death of Augustus. 430 p.

j937 — Mills, Rome. The Book of the Ancient Romans; an introduction to the history and civilization of Rome from the traditional date of the foundation of the city to its fall in 476 A.D. New York: G. P. Putnam. 1927.

j909 T160 — Tappan, Eva M. Old World Hero Stories. 1911.

j909 T16 v.4 — _____. The World's Story--Greece and Rome. 1914.

Rome--History--Stories

J — Nevin, E. C. The Sign of the Anchor. 1947.

Call No.

Rome--Social Life and Customs

j937 D3 — Davis, W. S. A Day in Old Rome. 1925.

j913.37 G39 — Giles, Alex. The Roman Civilization. London. 1918

Romulus and Remus

j920.1 F23 v.1 — Farjeon, Eleanor. "The Children of the Wolf." (In her Mighty Men) (pgs. 68-75)

j920.1 H11fR — Haaren, John Henry. "Romulus." (In his Famous Men of Rome) 1904.

Virgil - Aeneid

j398.1 V8aC5 — Church, A. J. The Aeneid for Boys and Girls; told in simple language.

French

Art--France

j740 S57f — Smith, Susan. Made in France. New York: Alfred A. Knopf. 1931. 80 p.
1. Art--France
2. Art industries and trade--France

Art In Industry--France

j740 S57f — Smith, Susan. Made in France. New York: Alfred A. Knopf. 1931. 80 p.

Folklore--French

j398 c35 — Chamoud, Simone. Picture Tales from the French. Frederick A. Stokes. 1933. 115 p.

j398 S445 — Sequr, Sophie. Old French Fairy Tales. Philadelphia: Penn Publishing. 1920. 279 p.

Folk songs, French

jM784.4 R33 — Rey, H. A. Au Clair de la Lune and Other French Nursery Songs. 1941. 31 p. (including music)

France--Art see Art in Industry--France

France--Biography

j944 T16 — Tappan, Eva. Hero Stories of France. Boston and New York: Houghton, Mifflin. 1920. 204 p.

France--Description

j944 B73 — Bragdon, Lillian J. The Land of Joan of Arc--with thirty-four reproductions of photographs and a map. New York: Frederick A. Stokes. 1939. 112 p.

j914.4 H852 — Huebener, Theodore. La Douce France; an introduction to France and its people, in English. 1940.

j914.4 S7t — Stevenson, R. L. Travels with a Donkey in the Cevennes. 198 p.

j910 S82 v.5 — Stoddard, John L. John L. Stoddard's Lectures. G. L. Shuman. 1911. (La Belle France)

Call No.

France--Folklore see Folklore--French

France--History

j944 B396 Behm, Blanche. History of Some French Kings. 1910.

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j944 D24 Dark, Sidney. The Book of France for Young People. New York: George H. Doran. 1923. 225 p.

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j909 T16 v.5 _____. The World's Story.

French Alphabet

j448 D26f Dauphin, F. L. A French A B C.

French Books

j840 B46 Bertin, Marcelle. Petitie Histoire des Voyages; Images de Denise Mary. 1935. 30 p.

j840 H81 Hourticq, M. B. Ali-Baba et les Quarante Usleurs. 1919. 19 p. (and other stories)

j840 H81g _____. Jacob le Tueur de Geanto. 1919. (and other stories)

j840 L13v La Fontaine, Jean de. Tables. 1945. 21 p.

j448 O21 Octave, Helene. A French Book to Read All by Yourself. Boston: Little, Brown. 1936. 108 p

j840 V66a Vidoudez, Pierre. Alphabet. 1945. 14 p.

French Canada

j917.14 B65 Boswell, Hazel. French Canada.

French Fairy Plays

j808.2 D69 Dondo, Mathurin. French Fairy Plays. New York: Oxford Press. 1923. 170 p.

French Fairy Tales

j398 P42d Perrault, Charles. French Fairy Tales.

French Folk Songs see Folk songs, French

French Language--Readers

j448 D26f Dauphin, Francine. A French ABC.

j808.2 S75 Spink, Josette. French Plays for Children. New York: D. C. Heath. 1916. 79 p.
1. Conversation and phrase books
2. Children's plays

French Plays for Children

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French Readers see French Language--Readers

Call No. | Spanish

Art In Industry--Mexico

J740 S57m — Smith, Susan. Made in Mexico. New York: Alfred A. Knopf. 1930. 81 p.

J740 T61 — Toor, Frances. Mexican Popular Arts. 1939. 107 p

Folklore--Mexican

J398 B75 — Brenner, Anita. The Boy Who Could Do Anything. 1942. 134 p.

J398 C153s — Campbell, Camilla. Star Mountain and Other Legends of Mexico. New York: McGraw Hill. 1946. 82 p.

J398 P97 — Purnell, Idella. The Talking Bird, an Aztec Story Book. New York: Macmillan. 1930. 95 p.

J398 R42 — Rickard, J. A. The Old Aztec Story Teller. 1944. 59 p.

J398 R73 — Ross, Patricia. The Hungry Moon. New York: Alfred A. Knopf. 1946. (Nursery rhymes in Spanish and English.)

J398 R73 — Ross, P. F. In Mexico They Say. 1942. 211 p.

J398 S88 — Storm, Dan. Picture Tales from Mexico. New York: Frederick

Folklore--South American

J398 F49 — Finger, Charles. Tales from Silver Lands. Garden City, New York: Doubleday. 1924. 225 p.

J398 H38s — Henius, Frank. Stories from the Americas. New York: Scribners. 1944. 114 p.

Folklore--Spanish

J398 B63 — Boggs, Ralph. Three Golden Oranges and Other Spanish Folk Tales. New York: Longmans, Green. 1936.

J398 D297p — Davis, Robert. Padre Porko, the Gentlemanly. Pig. 1948. 197 p.

J398 E27 — Ells, Elsie. Tales of Enchantment from Spain. 1920. 173 p.

J398 G95 — Gunterman, Bertha L. Castles in Spain and Other Enchantments, Spanish Legends and Romances. New York: Longmans, Green. 1928. 261 p.

J398 S27 — Sawyer, Ruth. Picture Tales from Spain. 1936.

J398 S44 — Segonia, Gertrudis. The Spanish Fairy Book. New York: Frederick A. Stokes. 1918. 231 p.

Folk Songs, Spanish American

J793.33 F31 — Federal Writers' Project. The Spanish American Song and Game Book. 1942. 87 p. (includes music)

JM784.4 H38 — Henius, Frank. Songs and Games of the Americas. New York: Scribners. 1943. 56 p. (Words in original language with English translations.)

Call No.

Mexican and New Mexican Folk Dances

j793.34 B75m — Brewster, M. Mexican and New Mexican Folk Dances.

Mexican Popular Arts

j740 T61 — Toor, Frances. Mexican Popular Arts.

Mexico--Art see Art in Industry--Mexico

Mexico--Biography

j920.1 L307h — Lansing, Marion. Liberators and Heroes of Mexico and Central America. Boston: L. C. Page. 1941. 299 p.

Mexico--Description

j972 — Carpenter, Frances. Caribbean Lands: Mexico, Central America and the West Indies. New York: American Book. 1950. 392 p.

j917.2 c27 — Castillo, Carlos. Mexico. 1939. 440 p.

j972 H39a — Henry, Marguerite. Mexico in Story and Pictures. Chicago: A. Whitman. 1946. 28 p.

j917.2 H67 — Hogner, Dorothy. Children of Mexico. Boston: D. C. Heath. 1942. 64 p.

j917.2 M46m — May, S. B. My Neighbor, Mexico. 1941. 127 p.

j970 M57a — Meyer, J. G. The New World and Its Growth. 1948. 584 p.

j971.2 Q44 — Quinn, Vernon. Picture Map Geography of Mexico, Central America and the West Indies. New York: Frederick A. Stokes. 1943. 114 p. (pgs. 3-12)

j910 S82 v. 7 — Stoddard, John L. John L. Stoddard's Lectures. Chicago: G. L. Shuman. 1911.

Mexico--Folklore see Folklore--Mexican

Mexico--History

JB C819A — Abbott, John. History of Hernando Cortez. New York: Harper Brothers. 1884. 348 p.

j972 D54 — Duaz del Castillo, Bernal. Cortez and the Conquest of Mexico by the Spaniards. New York: W. R. Scott, Inc. 1942. 165 p. (An eye-witness account.)

j972 L25 — Lang, Andrew. Conquest of Montezuma's Empire. 1928

j920.1 L307h — Lansing, Marion. Liberators and Heroes of Mexico and Central America. Boston: L. C. Page. 1941. 299 p.

j972 P33p — Peck, A. M. Pageant of Middle American History. 1947. (Bibliography, pgs. 469-273)

j972 P94 — Prescott, William. The Conquest of Mexico. New York: Junior Literary Guild. 1934. 594 p.

j917.2 R39 — Richardo, Irmagarde. Children of Mexico; Their Land and Its Story. California: Harr Wagner, 1935. 323 p.

j909 T16 v.11 — Tappan, E. M. The World's Story. 1918. (pgs. 477-537)

Call No.

Mexico--Social Life and Customs

j917.2 P33 Peck, Anne. Young Mexico. New York: R. M. McBride. 1934. 270 p.

j917.2 R39 Richardo, Irmagarde. Children of Mexico; Their Land and Its Story. California: Harr Wagner. 1935. 323 p.

Mexico--Stories

j Armer, L. A. The Forest Pool. 1938.

J Bannon, Laura. Watchdog. 1948.

J Blanton, Catherine. Pedro's Choice. 1948.

J Flack, Marjorie. Pedro. 1940.

South America

j917.3 B87 v.5 no. 1 Building America. 1940.

j918 C22 Carpenter, Frances. Our South American Neighbors. 1942. 454 p. (illustrated maps)

j980 G55m Goetz, Delia. Neighbors to the South. 1941. (pgs. 99-293)

j980 S21b Sanchez, Nellie. Stories of the Latin American States. New York: Thomas Y. Crowell. 1941 421 p. (Reading references at end of each chapter.)

South America--Biography

j920.1 L307 Lansing, Marion. Liberators and Heroes of South America. Boston: L. C. Page. 1940. 320 p.

South America--Description

j918 D15t Dalgliesh, Alice. They Live in South America. 1942. 184 p.

j918 D15 _____. Wings Around South America. New York: Scribners. 1941. 158 p.

j918 D46 Desmond, Alice. Boys of the Andes. Boston: D. C. Heath. 1941. 56 p.

j629.2091 H12 Hager, Alice. Wings Over the Americas. New York: Macmillan. 1940. 162 p. (An account of the author's flight from Miami to Mexico, Central America, and South America.)

j910 H15 m Halliburton, Richard. Richard Halliburton's Book of Marvels. Merrill. 1937.

j970 M57ab Meyer, J. G. The New World and Its Growth. 1949. 584 p. (Includes bibliographies)

j918 Q45 Quinn, Vernon. Picture Map Geography of South America. 1941. 112 p. (illustrated maps)

j918 R74s Rothery, A. E. South American Roundabout. 1940. 242 p. (illustrated)

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j972 M83 — Morris, Charles. Historical Tales. 1904.

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Spain--Description

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Folklore--Italian

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Call No.

Italy--Description

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Folk Songs--German

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German Popular Stories

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Germany--Art see Art In Industry--German

Germany--Folk Songs see Folk Songs--German

Germany--History

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Athens--Social Life and Customs

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Greece--Biography

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j938 B45 — Best, Susie M. Glorious Greece and Imperial Rome. New York: Macmillan. 1918. 225 p.

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j938 M30 — Mahaffy, John. Classical Antiquities. 101 p.

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j938 Q34e — Quennell, Marjorie. Everyday Things in Archaic Greece. London: B. T. Botsford. 1931. 145 p.

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j938 R56e — Robinson, C. E. Everyday Life in Ancient Greece. 1933. 159 p.

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j938 M61 — Miller, Walter. Greece and the Greeks.

Greek and Roman Mythology

JR398.1 F83 — Fox, William. Greek and Roman Mythology. Boston: Marshall Jones. 1916. 354 p.

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Greek Art see Sculpture

Call No.

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j882.8 C47 Church, A. J. Stories from the Greek Tragedians.

Greek Fairy Tales for Children

j398.1 K61B7 Kingsley, Charles. The Heroes.

Greek Literature

j938 C82a Cotterill, H. B. Ancient Greece; a sketch of its art, literature, and philosophy. 1922. 498 p.

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j930 H14 Hall, Jennie. Buried Cities. New York: Macmillan. 1922. 171 p.

Myths--Greek and Roman

j398.1 B190 Baldwin, James. Old Greek Stories.

j398.1 B19s _____. A Story of the Golden Age. New York: Scribners. 1915. 286 p. 1. Mythology--Greek

j398.1 B8755 Bullfinch, Thomas. A Book of Myths. 1942. 126 p.

j882.8 C47 Church, A. J. Stories from the Greek Tragedians.

j398 C54w Clark, Barrett. A World of Stories for Children; earliest times to 19th century. 820 p.

j398.1 C72 Colum, Padraic. Golden Fleece and the Heroes Who Lived Before Achilles. 1921.

jR398.1 F83 Fox, William. Greek and Roman Mythology. Boston: Marshall Jones. 1928. 354 p.

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j398.1 K61B7 Kingsley, Charles. The Heroes; or Greek Fairy Tales for My Children. 1928.

j398.1 L25a Lang, Andrew. Tales of Troy and Greece. 1936.

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j808.2 O49 Oller, Marie. Little Plays from Greek Myths. New York: Century Press. 1928. 176 p.

j398.1 P31 Peabody, J. P. Old Greek Folk Stories Told Anew.

j398.1 S14 St. Nicholas. Stories of Classic Myths. New York: Century Press. 1909. 195 p.

Olympia

j930 H14 Hall, Jennie. Buried Cities. New York: Macmillan. 1922. 171 p.

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J730 B84 c. Bryant, Lorinda. The Children's Book of Celebrated Sculpture. New York: Century Press. 1923. 104 p.

J730.9 c38 Chase, George. A History of Sculpture. New York: Harper. 1925. 582 p.

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J730 F83 p Fowler, Harold. Picture Book of Sculpture. New York: Macmillan. 1929. 100 p.

J701 K41 Kent, Charles. One Hundred Works of Art and Sculpture. 1938. 199 p.

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Sculpture--History

J730.9 B28 Barstow, C. L. Famous Sculpture. 1916.

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J920.1 F23 v.1 Farjeon, Eleanor. The Friend of Achilles. 1925. p. 1-21.

Polish

Folklore--Polish

J398 B443 Bernhard, Josephine. The Master Wizard and Other Polish Tales. New York: A. A. Knopf. 1934. 180 p.

J398 B643g Borski, Lucia. The Gypsy and the Bear. New York: Longmans Greene. 1933. 129 p.

J398 B643 _____. The Jolly Tailor and Other Fairy Tales. New York: Longmans Green. 1928. 156 p.

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J398 P12b Paczooka, Irena. Bajki. 1945. 35 p. (Text in English and Polish.)

Poland

J914.38 K29 Kelly, E. P. The Land of the Polish People. 1943. 72 p.

Poland--Biography

J920.1 M69 Mizma, Stephen. Great Men and Women of Poland. New York: Macmillan. 1941. 397 p.

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J943.8 G89p Gronowicz, Antoni. The Piasts of Poland. New York: Scribners. 1945. 199 p.

J943.8 J28m Jarecka, L. L. Made in Poland. 1941. 289 p. (Bibliography, pgs. 287-289.)

Call No.

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J Gronowicz, Antoni. Bolek. 1942.

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J Lownsberry, Eloise. Marta the Doll. 1946.

Polish Folk Tales

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Part III

Topical Index of Reference Books:

Britannica Junior, Encyclopedia Britannica, Inc., Chicago, 1944

Lincoln Library, The Frontier Press, Buffalo, 1949

BRITANNICA JUNIOR

The Boys' and Girls' Encyclopedia, Britannica Junior, is published by Encyclopedia Britannica, Inc., in twelve volumes. The first volume is called a Ready Reference and is actually a cross index for the whole set. The last volume is divided into sections, one of which explains the use of the set, one has helps for the home, one gives helps for the school, and the last section is an atlas. On the inside front cover of each book is a different map giving special information, as State Capitals and Principal Cities of the United States, the Distribution of Animal Life in Canada, or Explorations, Trails, Early Forts and Capitals of Canada. On the inside back cover of each book are instructions for making things, such as Amusing Creatures Made with Nature's Materials, How to Make Party Costumes, or How to Model Things with Clay. The material is written in an entertaining style and there are many good pictures. It is arranged alphabetically.

Material in this bibliography will be listed according to subject.

Animals in History

Camel	Volume 4, pp. 25-26
Cats	Volume 4, p. 97
Dogs	Volume 5, p. 92

Art

Art	Volume 2, pp. 252-254
Masks	Volume 8, p. 208
Music	Volume 8, pp. 370-376
Opera	Volume 9, pp. 151-154
Orchestra	Volume 9, pp. 157-159
Painting	Volume 9, p. 184
Sculpture	Volume 10, pp. 181-182
Stories of the Operas	Volume 12, p. 278

Biography

Alfred the Great	Volume 2, p. 123
Buddha and Buddhism	Volume 3, pp. 236-237
Julius Caesar	Volume 4, pp. 8-9
Herodotus	Volume 7, p. 73
Keller, Helen Adams	Volume 7, p. 310
LaSalle, Rene Robert C.	Volume 8, pp. 17-18
Leif the Lucky	Volume 8, p. 39
Michelangelo Buonarroti	Volume 8, p. 263
Mohammed and Mohammedanism	Volume 8, pp. 398B-311
Napoleon I	Volume 9, p. 4
Omar Khayyam	Volume 9, p. 144
Pasteur, Louis	Volume 9, p. 217
Marco Polo	Volume 9, pp. 336-339

Geography and History

Aegean Civilization	Volume 2, pp. 46-47
Asia	Volume 2, pp. 264-270
Athens	Volume 2, pp. 281-283
Aztecs	Volume 2, pp. 324-326
Bastille	Volume 3, pp. 63-64
Brittany	Volume 3, p. 222
Bronze Age	Volume 3, p. 224
Byzantine Empire	Volume 3, pp. 236-237
Cave Dwellers	Volume 4, pp. 111-112
Feudal System	Volume 6, pp. 24-26
Fire and Fire Making	Volume 6, pp. 37-39
India	Volume 7, pp. 176-183
Indians, The First Americans	Volume 7, pp. 194-198
Industrial Revolution, The	Volume 7, pp. 199-199F
Inventions	Volume 7, pp. 213-215
Italy	Volume 7, pp. 242-249
Middle Ages	Volume 8, pp. 271-272
Peiping, China	Volume 9, p. 229
Persia	Volume 9, pp. 246-249
Peru	Volume 9, pp. 258-261
Troy, Ruins of	Volume 11, p. 84
Renaissance	Volume 10, pp. 46-47

Holidays

April Fools' Day	Volume 2, p. 187
Christmas	Volume 4, pp. 187-188
Halloween	Volume 7, p. 9
New Year's Day	Volume 9, p. 73
See "Holidays" in Ready Reference	Volume 12

Learning

A	Volume 2, p. 1
Abbey	Volume 2, pp. 2-4
Academy	Volume 2, p. 11
Alchemy	Volume 2, p. 114
Alphabet	Volume 2, p. 137
Archaeology	Volume 2, pp. 204-207
Arithmetic (Origin of Numbers)	Volume 2, pp. 226-229
Hieroglyphics	Volume 7, pp. 79-80
Language	Volume 8, pp. 12B-14
Measurement (Origin of Terms)	Volume 8, p. 225
Romance Languages	Volume 10, p. 89A
World Atlas	Volume 12, End

Mythology

(The mythological stories are told especially well in Britannica Junior.)

Arabian Nights	Volume 2, p. 200
Babel, Tower of	Volume 2, p. 1
Fable	Volume 6, p. 1
Fairies	Volume 6, pp. 2-3
Helen of Troy	Volume 7, p. 57

Hero and Leander	Volume 7, p. 72
Holy Grail	Volume 7, p. 113
Loki	Volume 8, p. 114
Mermaids	Volume 8, p. 244
Mother Goose	Volume 8, p. 343
Mythology	Volume 8, p. 381
Nepture	Volume 9, p. 32
Odin	Volume 9, p. 132
Orpheus	Volume 9, p. 168
Pan	Volume 9, p. 193
Phaethon	Volume 9, p. 268
Pandora	Volume 9, p. 197
Robin Hood	Volume 10, p. 80

Sign Language

United States Army Service Insignia	Volume 2, p. 248
United States Army Rank Insignia	Volume 2, p. 249
Decorations of Honor	Volume 2, pp. 32-35
Flags	Volume 6, pp. 60-64
Heraldry	Volume 7, p. 68
Pictures of Naval Insignia	Volume 9, p. 20
Symbols Used in Radio	Volume 10, p. 17B
Signaling	Volume 10, p. 223
Pictures of Two-Flag Semaphore Code and International Flag Code	Volume 10, p. 225
Totem Pole	Volume 11, p. 67
Principal Flags of the Modern World	Volume 12, Frontispiece
The Blind "See" Through Their Fingers	
A Picture of the Braille Alphabet	Volume 3, p. 141

Skills

Interesting facts are told about these possessions of early people. For example:

Savages in so many different places have been interested in beads that "colored glass beads of little value have been used by white men in trading with them. During the 17th and 18th centuries, beads for this purpose were so important in British trade that warehouses for bead storage were built along the river Thames." - Volume 3, p. 71.

"Bells were thought to be sacred objects, and before being used in churches were named and christened, and frequently given godparents."

"The largest bell in the world, the "Tsar Kolokol," was cast in Moscow, Russia, in 1733, but it was broken before it could be rung. Before the World War this bell was used as a chapel, the opening where the fragment had fallen out serving as a door." - Volume 3, p. 97

Basketry (with instructions)	Volume 3, pp. 59-61
Beads (with instructions)	Volume 3, pp. 71-72
Bell	Volume 3, pp. 97-99
Clocks and Watches	Volume 4, pp. 212-217
Costume	Volume 4, pp. 299-301
Dwelling	Volume 5, pp. 132-133

Sport

Stories

(Not all of these stories appear in alphabetical order, but rather precede or follow the person or place they describe.)

Miscellaneous

LINCOLN LIBRARY OF ESSENTIAL INFORMATION

The Lincoln Library is a one-volume reference work arranged in twelve departments: English, Literature, History, Geography, Science, Mathematics, Economics, Government, Art, Education, Biography, and Miscellany. The departments are thumb-notched and at the beginning of each is a table of contents. There is a complete cross index at the end of the book. Dictionaries of explanatory terms and incidents follow the discussions of the texts. Many tables and outlines are included. The material is presented in an interesting, concise manner and is arranged and planned for a quick reference.

The material in this list will be given according to department.

English

The introduction to the English section is an excellent review of the history of the English language. The importance of English is stressed, its relationship to other languages is discussed, many examples of words taken from other languages are given, and American words added to the language are mentioned.

To illustrate the advantages of using a language that is widely spoken, the following statement is made: "In the European theater of World War II, men from American, English, Canada, Australia, and South Africa. . . . . understood and misunderstood each other in the English tongue."

The entire introduction would give interested parents an explanation of the General Language course. However, some of it would be too difficult for seventh and eighth grade students, so only the more simple parts are listed here:

Literature

History

Geography

Science

In the Dictionaries of Animals and Plants, the scientific as well as common names are given.

Mathematics

The introduction to the Mathematics section is pertinent to the study of General Language. Although some of it would be difficult for seventh and eighth grade readers, the first section of the Introduction should appeal to them. It mentions the people to whom six is "one on the other hand," ten is "two hands," and twenty is "a man." The author speculates as to the effect on our numbering system if man had six fingers on each hand and six toes on each foot. p. 1133

Economics

Fine Arts

Biography

In this section the biographies are arranged alphabetically. At the end of the section, there is another grouping of names based on the field of achievement to which the different personages belong. There are sketches of more than 3600 men and women.

See index for other biographies

Miscellany

APPENDIX H

LANGUAGE ARTS INTEGRATION PROJECTS

January, 1949

LANGUAGE ARTS INTEGRATION PROJECTS

Chairmen of teacher groups, schools, and projects chosen.

Teacher	School	Project
John Stuart	Sherrill	French Contributions to Civilization
Beulah Fenske	Logan	South and Central America
Margaret Boucher	Boynton	South America
Edith Williamson	Boynton	Settling the West
Eleanor Quinn	Parkman	Central America
Hazel Bruce	Wingert	American Pioneers
Gertrude Bernstein	Wingert	Spanish America
Helen Howlert	Hanneman	Holidays and Seasons
Blanche Edwards	Sherrill	Traveling Around the U.S.A.
Mildred Tucker	Cary	Holidays and Seasons
Kathryn Baird	Macomb	Leaders of Men
Gerda Kotthaus	Hamilton	Travel the World Over
Lucille Evans	Hanstein	Animals the World Over
Marjorie Magee	Grant	History of Aviation
Helen Walsh	Pierce	Pioneer Life
Marianna Van Doren	Richard	Western Movement
Nelson Giles	Richard	Leaders of Men
Mary Lyons	Richard	Rome
Ruth Kaake	Courville	America in Fact and Fancy
Eola Edgerton	Carstens	Democracy
Florence Asman	Bellevue	Postal Service
Robert Thomadsen	Von Steuben	Careers
Ernest Deiss	Guyton	German Contributions
Dorothy Milligan	Burbank	Animals
Florence Schweizer	Stellwagen	Spain and Its Contributions
Milda Cameron	Stellwagen	Animals the World Over
Cecelia Ballunas	Marcy	Settling the West
Margaret Lobker	Pasteur	Homes Around the World
Helen Greer	Higginbotham	Building Our School
Ruth Zobel	Longfellow	National Parks
Jessie Tregar	Longfellow	Adventure
Angie Ockenga	Doty	Community Backgrounds
Anna Weiner	Courville	Airway Transportation
Kathleen Watson	Smith	Holidays and Seasons
Mabel Egelkroud	Russell	South America
Jessie Silver	Custer	Origin of the Alphabet
Joseph Jakubiec	Duffield	Understanding Others
Marian Eggebrecht	Greenfld Pk	Settling the West
Grace Spurck	Estabrook	The West
Marie Mosher	Franklin	Detroit, Yesterday and Today
Mary Gragg	Cooke	Oral Latin
Helen Woolfenden	Schulze	Middle Ages
Juanita Flanders	Holcomb	The English Language
Edna Mecklem	Monnier	UNESCO
Gertrude Thompson	T. Houghten	Tradition in America
Eileen Kiefer	Burbank	Pioneer Life
Constance Muirhead	Hanneman	Holidays and Seasons

APPENDIX I

PURPOSE OF LANGUAGE ARTS INTEGRATION COMMITTEES

March, 1949

Detroit Public Schools
Division of Instruction
Department of Language Education

PURPOSE OF LANGUAGE ARTS INTEGRATION COMMITTEES

In the traditional subject matter centered curriculum the six separate categories of the language arts program have become sources of confusion to both teachers and students. Each field has its own objectives, reference books and materials, and there is much unnecessary duplication. From experience many teachers have seen the possibilities for combining these language arts activities into group projects or learning activities. Today's experts in the field of educational psychology and philosophy stress the importance of centering the curriculum around the individual, group, personal, and social needs of the pupils in real life learning activities.

The purpose of this committee of homeroom teachers is to draw upon their practical teaching experience and the recommendations of experts in the field in working out an integrated program of language arts. The group will work out a series of group projects that will include reading, literature, general language, English, spelling, and handwriting activities. The pupils will benefit if the objectives of this project are achieved, for they will be acquiring the skills, appreciations, and attitudes developed by each and all of the language arts subjects. Instead of several twenty-minute periods, the class may work for an hour or more on a project of great interest to themselves, to the school, or to the community. We feel that this is an experiment in which the possibilities are legion, and that homeroom teachers will welcome the opportunity.

APPENDIX J

LANGUAGE ARTS INTEGRATION COMMITTEE

SUGGESTED BIBLIOGRAPHY

April, 1949

Detroit Public Schools
Division of Instruction
Department of Language Education

LANGUAGE ARTS INTEGRATION COMMITTEE

Seventh and Eighth Grades

Suggested Bibliography

Several committee members have expressed a desire to know more about the integration movement, and also to read about some of the more successful experiments in other schools. The references listed below are only a few of the many articles and books available at the present time. They are not given in alphabetical order but in the order of their interest and practical value to the reader. The first two are especially good because they describe integrated language arts projects by units and grades.

Smith, Dora. "The Language Arts in the Life of the School," Elementary English Review, XXI (May, 1944). Report of A Language Arts Program At Rollins Demonstration School, Kansas City, Missouri Teachers College.

The National Elementary Principal, Language Arts in the Elementary School, 20th Yearbook, Volume XX, No. 6. Washington: National Education Association, 1941.

Hildreth, Gertrude. "Inter-relationships Among the Language Arts," The Elementary Journal (June, 1948).

Gray, William S. "Reading in Relation to Experiences and Language," Supplementary Educational Monographs, No. 58, (December, 1944). University of Chicago.

Betts, Emmett A. Foundations of Reading Instruction. New York: American Book Company, 1946. Ch. XXV.

Betts, Emmett A. "Inter-relationship of Reading and Spelling," Elementary English Review, XXII (January, 1945). pp. 12-23.

Dolch, Edward W. Problems in Reading. Champaign, Illinois: The Garrard Press, 1948.

APPENDIX K

SUGGESTIONS FOR THE PREPARATION OF A RESOURCE UNIT IN AN INTEGRATED LANGUAGE ARTS PROGRAM

April, 1949

Detroit Public Schools
Division of Instruction
Department of Language Education

SUGGESTIONS FOR THE PREPARATION OF A RESOURCE UNIT IN AN INTEGRATED LANGUAGE ARTS PROGRAM

1. What are the personal, and social needs of your pupils?
2. What are the objectives for each of the language subjects?
3. What objectives are duplicated, very similar, or closely related so that one could be augmented to include the other?
4. What projects or group experiences will meet these needs?
5. How can these projects be broadened to meet more of the objectives in all the language arts subjects?
6. What motivation is best for this project?
7. What learning activities are suggested?
8. What opportunities for correlation are provided?
9. What can the community contribute to the success of this unit?
10. What skills are developed, attitudes built, appreciations encouraged?
11. What basic or reference books and materials are needed?
12. What free reading can be encouraged?
13. What films, filmstrips, slides, radio programs, transcriptions, radio scripts, phonograph records, and museum materials will contribute to the success of this project?
14. What sources of free and inexpensive materials are available?
15. What local, seasonal, or age group interests can be enlarged and used as the theme of such group projects that will provide learning activities in the language arts program?
16. How can this project be evaluated?
    a. Observation of participation and morale of group by teacher, principal, supervisor, and pupils.
    b. Evidence of written work and oral reports.
    c. Objective tests to measure growth in specific skills, and attitudes.

APPENDIX L

FREE AND INEXPENSIVE MATERIALS FOR USE IN GENERAL LANGUAGE AND FOREIGN LANGUAGE

Detroit Public Schools
Division of Instruction
Department of Language Education

FREE AND INEXPENSIVE MATERIALS FOR USE IN GENERAL LANGUAGE AND FOREIGN LANGUAGE

March, 1951

File No. 7910

FOREWORD

In recent years, manufacturing concerns and professional magazines have become aware of the great need for free and inexpensive teaching materials in our schools. The National Education Journal, The Michigan Education Journal, and the teacher's edition of the Scholastic Magazine now make a special effort to call the teacher's attention to any such material listed on their pages.

Many of these pictures, maps, charts, and pamphlets are current and especially appropriate to units of work in general language. When used judiciously, they can contribute greatly to the success of a class project. The colorful maps, posters, and pictures can be used as stimulating bulletin board material. The pamphlets and leaflets are excellent reference material, and will serve as the beginning of a classroom library.

Teachers may secure copies of this material by sending a request in letter form or post card to the organizations and addresses indicated. It is recommended that the request contain a statement of the purpose for which the material is to be used. Most of the material is free, unless specified other wise.

Mr. Harold Karbal of the Priest Elementary School has spent much time and effort in preparing this list. The following teachers helped in collecting sample copies for inspection: Mr. George Birkam, Jr., Mrs. Salle Owen Kaichen, Miss Gerta Kotthaus, Miss Dolores Rodriquez, and Mr. Robert Titus. The general language supervisor takes this opportunity to thank these teachers for their contribution to the success of the general language program in the Detroit schools.

Clarence Wachner
Language Supervisor

FREE AND INEXPENSIVE MATERIALS

FOR USE IN GENERAL LANGUAGE

AND FOREIGN LANGUAGES

GENERAL

1. American Friends Service Committee
   20 South Twelfth Street
   Philadelphia 7, Pennsylvania

   Newsletter for Boys and Girls. This is a readable newspaper for students. It outlines activities of the Quakers. 25 cents per year.

2. American Telephone and Telegraph Company
   195 Broadway Avenue
   New York 7, New York

   Sent in quantity:
   The Birth and Babyhood of the Telephone
   The Magic of Communication
   Alexander Graham Bell
   Telephone Almanac
   The Telephone in America

3. National Education Association
   1201 Sixteenth Street, N. W.
   Washington 6, D. C.

   Christmas Around the World is a selected bibliography of plays, stories, films, and recordings.

4. National Geographic Society
   School Service Division
   Sixteenth and M. Streets, N. W.
   Washington, D. C.

   Special prints for framing:
   The Discoverer in full color, 30 x 8 inches, $1.00.
   Framed print, 34 7/8 x 13 inches, $5.00.
   Columbus Finds a New World, 11 7/8 x 7 7/8 inches, $.50.
   Framed print, $3.00.
   Look for special issues of the magazine devoted to countries being studied.

5. United Nations
   Sales and Circulation Section
   Lake Success, New York

   How the United Nations Began
   International Cooperation at Work
   Lists of publications.

DICTIONARY SKILLS

6. Funk and Wagnalls Company
153 East 24th Street
New York, New York

How Words Get into the Dictionary. Rather difficult reading. Good as teacher source material.

7. G. and C. Merriam Company
47 Federal Street
Springfield 2, Massachusetts

Word Study - published periodically for teachers (free)
Tests and Exercises
The Making of a Dictionary
Dictionary Games and Exercises
Interesting Origins of English Words
Workbook - for use with Websters New International Dictionary
Pronunciation Exercise
Better Dictionary Work Habits
How to Use the Dictionary
These booklets are sent in quantities. Order enough for the class.

8. Remington Rand, Inc.
315 Fourth Avenue
New York 10, New York

How You Spell It! A dictionary of 500 tricky words.

9. Scott, Foresman and Company
433 East Erie Street
Chicago 11, Illinois

Tim Makes a Friend. A dictionary play for Grades 4-8.
Word Fun on Fridays
Suggestions for helping boys and girls solve their meaning problems with a dictionary.

ENGLISH

10. Australian News and Information Bureau
630 Fifth Avenue
New York 20, New York

A Look at Australia

11. British Consulate General
1430 First National Bank Building
Detroit 26, Michigan

The British Isles - pictures and descriptive booklet
London
Map of Great Britain
Miscellaneous Tourist Leaflets
Five large picture posters

12. British Information Services
30 Rockefeller Plaza
New York 20, New York

Britain Now - picture story (48 pages)
Wales - well illustrated pamphlet
Bibliographies of free and inexpensive materials sent on request. Lists of film strips and films are included.

13. British Travel Centre
336 Madison Avenue
New York 17, New York

Six large picture posters of historic places in Britain
Coming Events in Britain - National Tourist Magazine

14. Canadian Consulate
1035 Penobscot Building
Detroit 26, Michigan

Fact Sheets - a geography of Canada
Canada, 1950 - official handbook of conditions and progress
Canada From Sea to Sea is a profusely illustrated booklet on Canada's cultural and political history. (In English and French)
Newfoundland, Canada's New Province
Large wall map of Canada.
Canada, Vacations Unlimited
Food for Thought - the Arts in Canada
Le Canada (in French)
America's Largest Railway
Canada, Land of Hope
Map of Quebec
Canada, Vacations

15. Royal Bank of Canada
Montreal, Canada

Canada in Picture and Story
Newsletter (monthly). Published in English, French, and Dutch. Contains a small, detachable map of Canada in color.
Practical Help for Foreign Traders

16. Tourist Association of Great Britain
247 Park Avenue
New York, New York

Travel folders--well illustrated

FRANCE AND THE FRENCH LANGUAGE

17. Belgian Government Information Center
630 Fifth Avenue
New York 20, New York

Growth of the Belgian Nation
Modern Belgian Handicrafts
A Democracy in Action

18. Official Belgian Tourist Bureau
422 Madison Avenue
New York 17, New York

Information about Belgium for Tourists
Calendar of Events
Belgique (hotel guide)
Belgium, Town of Arts
Tourist leaflets

19. French National Tourist Office
610 Fifth Avenue
New York 20, New York

France - pictures of French life, cultural and political
France - illustrated booklet of social and economic life
How To See France (nine itineraries)
Leaflet - words in French and meanings in English of railroad terms
Large wall charts of Arc de Triomphe, Notre Dame, and a tourist poster.
Many interesting things are sent for the students.

20. French Embassy
Information Division
610 Fifth Avenue
New York 20, New York

The French Union
France has colored pictures.
Constitution of the French Republic
Large wall chart showing the makeup of the French Fourth Republic.
Also photograph and film loan service available.
Renewing France

21. French Consular Agency, Donat A. Gauthier
2970 West Grand Boulevard
Detroit 2, Michigan

Map of France
Miscellaneous travel leaflets
French calendar

22. Quebec Municipal Tourist Bureau
Place d'Armes, Quebec

La Province de Quebec
A Walking Tour of Old Quebec
La ville de Quebec
Holiday in la Province de Quebec

23. French Government Tourist Office
307 North Michigan Avenue
Chicago 1, Illinois

Picture posters and map of Paris.

THE SPANISH LANGUAGE

24. Colombian Consulate
444 Madison Avenue
New York, New York

Colombia - tourist booklet

25. Coordinator of Inter-American Affairs
Commerce Department Building
Washington, D. C.

Argentina - Profile of a Nation
Brazil - Introduction to a Neighbor
Chile - Land of Contrasts
Peru - Land of Tradition (illustrated pamphlet)
Uruguay - Vigorous Democracy (illustrated pamphlet)
Guatemala
Bolivia
Pamphlets available on all South American and Latin America countries.

26. Cuban Consul
3335 Cadillac Tower
Detroit, Michigan

Panoramic Map of Havana
Cuba, Ideal Vacation Land

27. Cuban National Tourist Commission
Capdenila (Carcel) 109
Havana, Cuba

Cuba, Ideal Vacation Land (tourist guide)
Travel folders

28. Curriculum Service Bureau for International Studies, Inc.
433 West 123rd Street
New York 27, New York

Spanish Through Play Activities for Introducing Spanish in the Lower Grades (mimeographed)

29. Detroit Convention and Tourist Bureau
Stroh Building
Detroit 26, Michigan

Detroit and Michigan - tourist guide printed in Spanish.

30. Dominican Republic Information Center
6 West 51st Street
New York 20, New York

The Dominican Republic - tourist news and some facts about the country
Dominican Republic - good bulletin for teacher source material

31. Federal Tourist Bureau of Mexico
565 First National Bank Building
El Paso, Texas

Mexican-American International Guide

32. Education Division
U. S. Office of Indian Affairs
Washington, D. C.

Young Hunter of Picuris - illustrated story in Spanish and English for children

33. The Grace Log
7 Hanover Square
New York 5, New York

Regularly published magazine (free) containing articles and pictures of Latin America.

34. Mexican Consulate
1016 Fox Building
Detroit, Michigan

Touring in Mexico - Tours Digest
Tourist leaflets on cities of Mexico
Mexico de Hoy - bulletin of information
Pemex Travel Club Bulletin

35. Mexican Government Railway System
Office of Material Agent
120 Wall Street
New York 5, New York

Jimmy Writes From Mexico is a letter written by a young American boy. Contains a great deal of information. Readable by the students.
Mexico Vacationlands Unlimited contains tourist information. Some Spanish terms explained.

36. Moore-McCormick Lines
5 Broadway Avenue
New York 4, New York

A Story of Three Good Neighbors
Pictorial South America has good pictures in rotogravure style. Could be used for bulletin boards.

37. National Coffee Department of Brazil
120 Wall Street
New York, New York

The ABC of Coffee
This is Brazilian Coffee

38. National Geographic Society
16 and M. Streets, N. W.
Washington, D. C.

National Geographic - magazine in school libraries
Maps of the World, South America, Asia and Adjacent Areas, Mexico, Classical Lands of the Mediterranean. 50¢ each.
National Geographic School Bulletin (a weekly publication). 25¢ yearly.

39. Panama National Tourist Commission
338 West 72 Street
New York 23, New York

Tamborito, Panama's National Dance - leaflet showing the dance steps and the music
The Republic of Panama - tourist information

40. Pan American Grace Airways, Inc.
Chrysler Building
New York, New York

Travelers' Facts About South America. Most of it is about regulations. Contains some information about differences in currency.
Other tourist pamphlets. Also series of large colored pictures taken from magazine covers of the Panagra Magazine.

41. Pan American Union
Washington 6, D. C.

Christ of the Andes (a play). Free.
Christmas Observances in the Americas. Free.
Flags and Coats of Arms of the American Republics. Free.
Friendship Party (a play). Free.
Maps of Bolivia, Chile, Cuba, and Mexico. 25¢ each.
Pan American Junior Review. 75¢ per year.
Ten booklets on famous men of South America. 50¢ per set.
Teaching aids. A whole envelope of material is sent containing various materials available as well as charts outlining the organization of the American states.
Happy Name Day (a play).
Folk Songs and Stories of the Americas. 15¢.
American City Series. 5¢ each.

42. Plymouth Motor Corporation
6334 Lynch Road
Detroit 34, Michigan

All-American Highway - story of countries along the highway told in comic-book style.

43. Pemex Travel Club
Avenida Juarex, 89
Mexico City, Mexico

Pemex Travel Club Bulletin

44. Roger Stephens
119 East 19th Street
New York 3, New York

Learn-A-Lingo - clever elementary Spanish course based on picture cards. $1.00.

45. Spanish Tourist Office
485 Madison Avenue
New York 22, New York

Travel folders for tourists
Miscellaneous large picture posters

46. Spanish Embassy
Washington, D. C.

Picture posters on Spain
Tourist literature
Education in Spain Today
The Pyrenees

47. Uruguay Information Bureau
630 Fifth Avenue
New York 20, New York

Tourismo en el Uruguay (tourist magazine)

48. Argentine Consulate
725 Penobscot Building
Detroit 26, Michigan

Picture poster - Where to Go in Argentina

49. The Spanish State Tourist Department
Duque de Medinaceli, 2
Madrid, Spain

Miscellaneous picture travel leaflets of the cities of Spain.

50. United States Book Exchange
% Library of Congress
Washington 25, D. C.

Pata de Zorra (Spanish Reader) - Waste copies of training manuals for the Armed Services. 10¢ per copy. This reader is on the list of approved supplementary Spanish readers for Detroit schools.

ITALY AND THE ITALIAN LANGUAGE

51. Italian Consulate
1929 National Bank Building
Detroit, Michigan

Visa Customs and Foreign Exchange
The Appian Way and the Marshall Plan

52. Italian National Tourist Office
630 Fifth Avenue
New York, New York

Tourist Information
Tour Italy - monthly magazine of travel features
Italia - illustrated calendar in Italian, English, and Spanish

GERMANY AND THE GERMAN LANGUAGE

53. Austrian State Tourist Department
48 East 48th Street
New York, New York

Austria, A Summary of Facts and Figures
Specialties From Austria - a catalogue in color of manufactured articles for export
Nine folders of information for tourists

54. German Tourist Information Office
11 West 42nd Street
New York 18, New York

Romantic Germany - pamphlet of good pictures
Travel folders

55. Pan American World Airways, Inc.
Chrysler Building
New York, New York

Goethe's Germany - picture story of Goethe's life
Munich - illustrated folder for tourists
This is Munich - short guide for visitors published by Military Government, Munich
Frankfort and Oberstdorf travel folders
Europe by Clipper - pictures and articles on several countries
France - well illustrated
Air Traveler's Dictionary - English-Spanish
Ask for literature on countries in which you are interested.

CHINA

56. National Geographic Society
16 and M. Streets, N. W.
Washington, D. C.

96 colored pictures on China. 50¢.
10 copies of older geographics may be purchased for educational purposes. $1.00.

OTHER COUNTRIES

57. American Jewish Committee
386 Fourth Avenue
New York 16, New York

Sense and Nonsense About Race
About 100 Books
They See for Themselves
Democracy for All
Radio and Television Bulletin
The Bigot in Our Midst
Peoples of the Earth
Miscellaneous leaflets.

58. Swedish National Travel Office
630 Fifth Avenue
New York 20, New York

Sweden - contains small pictures with short text taking up various phases of Swedish life
How to Feel at Home in Sweden
Miscellaneous travel leaflets.

59. American Swedish News Exchange
630 Fifth Avenue
New York 20, New York

Books About Sweden
A Centennial of Swedish Pioneers
Guide to Information About Sweden
Reduced Prices for Peas
Gustaf V, In Memoriam

60. Danish Information Office
588 Fifth Avenue
New York 19, New York

Denmark, One of the Scandinavian Countries
Denmark - picture folder
We Danes--And You
Industrial Art of Denmark
Cooperative Denmark
Danish People's Holidays
Danish Agriculture and Fisheries
Education in Denmark
Miscellaneous information bulletins

61. Danish National Travel Office
588 Fifth Avenue
New York 19, New York

Welcome to Copenhagen - tourist folder
Denmark - colored map
Educational Travel in Scandinavia

We Danes--And You
Copenhagen - picture leaflet
Danish Agriculture and Fisheries
Education in Denmark
Cooperative Denmark
Industrial Art of Denmark
Social Denmark
Denmark - picture folder
Hotel Guide of Denmark
Copenhagen - picture pamphlet

62. Government of India
Information Services
2107 Massachusetts Avenue, N. W.
Washington 8, D. C.

About India - mimeographed pamphlet. Gives most of the vital statistics of the country.
Large picture posters

63. Greek Government Office of Information
30 Rockefeller Plaza
New York 20, New York

Facts About Greece
Greece - geographical and historical

64. Middle East Air Lines
New York, New York

Lebanon of Yesterday and Today

65. Luxembourg Tourist Information Office
441 Lexington Avenue
New York 17, New York

Meet Benelux - picture pamphlet
Tips for your trip - leaflet
Luxembourg Bulletin - news with pictures

66. National Dairy Council
704 New Center Building
Detroit, Michigan

Hello, South America
Hello, New Zealand
These are given in quantity. Excellent reading material for students.
It's Breakfast Time Somewhere. Large posters showing the foods different nationalities eat.

67 Netherlands Chamber of Commerce in the U.S., Inc.
41 East 42nd Street
New York 17, New York

Map of the Netherlands - pictures of products
The Netherlands - pictured and descriptive booklet

Mixing Business with Pleasure in Good Old Holland
Tourist leaflets
The Marshall Plan and You

68. Netherlands Information Bureau
Midwestern Division
Holland, Michigan

Mixing Business with Pleasure in Good Old Holland
The Netherlands
Curacao
Newsletter
Poster

69. Royal Norwegian Information Services
30 Rockefeller Plaza
New York 20, New York

The Constitution of Norway
Tourist Map of Norway
Holidays in Norway - picture booklet
Social Service, Oslo, Norway - picture booklet
New Universal Social Security Plan for Norway
Four large wall posters

70. Royal Greek Embassy, Information Service
2211 Massachusetts Avenue, N. W.
Washington, D. C.

Facts on Greece Today (mimeographed)

71. Trans World Airlines
New York, New York

International Air Routes
Color-fotos of Italy (and other countries)
Color-fotos of Egypt

72. Turkish Information Office
444 East 52nd Street
New York 22, New York

Mr. Smith Visits Turkey
Facts on Turkey
Travel leaflets

APPENDIX M

GENERAL LANGUAGE BULLETIN

PROGRESS REPORT ON 1948-49 QUESTIONNAIRES

Detroit Public Schools
Division of Instruction
Language Education Department

October, 1950

GENERAL LANGUAGE BULLETIN
PROGRESS REPORT ON 1948-49 QUESTIONNAIRES

Note: Your attention is invited to the questionnaire to be filled out on the final page of this bulletin.

During the past three years classes have been visited, questionnaires have been sent out, and district instructional meetings have been held by the Language Education Department in an effort to help the general language teacher to do an effective job of teaching, and to make that teaching a pleasant and worthwhile experience for both teacher and pupil. The response on the part of the general language teachers has been excellent. The language supervisor greatly appreciates the time and effort that teachers and principals have spent in meetings and in answering questionnaires.

This bulletin is a follow-up report on what has been done to date to meet the needs of the teachers as expressed in several general language surveys. This is by no means a final report. Improvement of instruction is a continuous process. Teachers and principals are invited to send in further suggestions, and to share their successful experiences with others.

Listed below in the order of their importance as indicated by the number of times mentioned are suggestions or expressed needs taken from the questionnaires with a report on what action the Language Education Department has taken to date:

1. Shortage of student dictionaries

   Schools that indicated a critical shortage of student dictionaries had their orders partially filled in the fall of 1949. The secondary dictionary is an expensive item; funds are not available to supply one dictionary for each pupil in the class. Foreign language dictionaries may be secured through the school librarian. New requisitions will be filled as the funds become available.

2. Shortage of reference books in the school libraries

   The Department of School Libraries is most cooperative and eager to see that school libraries are supplied with the books that teachers and pupils need. General language teachers are urged to confer with their school librarian before she makes out her annual order for library books. The General Language Bibliography, file number 9636, will serve as an excellent guide in the selection of books needed for general language reference work.

3. Shortage of general language bulletins

At the district meetings of general language teachers extra copies of available bulletins were on hand for distribution. Teachers are asked to check the bulletins in their school with the master list and to call the Language Education Department for those that they need. Bulletins out of print may have to be shared with other teachers in the building.

4. Shortage of text books

Orders for new text books are made out in May of each year. Schools that indicated a shortage on their requisitions before this year's annual book order should have received new books by September. Worn-out books are replaced according to the regular procedure in the spring semester.

5. Many teachers have asked for demonstration lessons and the chance to visit outstanding teachers in this subject matter area

Several teachers have expressed the opinion that a demonstration lesson is too artificial a situation, and that they would rather visit a regular class during the school day. With the cooperation of the principal, such visits can be arranged. The Language Education Department will be glad to give the names of "key" teachers in nearby schools whose work is outstanding. A visit to the general language classes in the nearest intermediate school may be worthwhile. Some teachers may want to visit a foreign language class in the neighborhood high school.

6. Book kits for reading on each country

The purchase of book kits for reading on each country studied would be very expensive and, for the most part, would duplicate material that is already in the school library. With foresight on the part of the teacher and the cooperation of the school librarian a temporary classroom library can be set up in the room for the duration of a unit. To send small groups to the library for reference work or free reading may be as desirable as silent reading in the classroom.

7. A unit on world friendship should be presented before the introduction of a foreign language

World friendship and understanding are objectives to be kept in mind throughout the general language course. A convenient vehicle for instruction in this area is the new unit on UNESCO and the United Nations prepared by Miss Katherine Keller of the Jefferson Intermediate School. Teachers will find enough material in this bulletin for projects that may last several weeks or even months, depending on the interests of the class and the resourcefulness of the instructor.

8. A course of study or teacher's manual is needed

The series of resource units mentioned in the preceding paragraph, when completed, will constitute a teacher's guide that will be more than adequate for the beginning teacher and for experienced instructors who are looking for new suggestions.

9. Need for more supplementary and reference material

The need for this material has been partially met by the more equitable distribution of existing bulletins at the several district meetings of general language teachers. These meetings have made teachers aware of the wealth of material already available in their own schools and in current magazines. The two new bulletins that came out in September, 1950, are just the beginning of a series of the same type of resource unit. The suggestions given in such units will always be more than the teacher can use in any one project.

10. Discussion meetings

A series of district discussion and instructional meetings was held in the fall of 1949. Plans are being made to continue the series as a regular part of the general language instructional program.

11. More training in grammar should be given before much is attempted in the general language field

More stress should be put on the functional aspects of language and on the appreciation of word meanings

Leaders in the field of language education are heartily in accord with the latter suggestion. At the same time, they readily admit the need for the study of grammar as a tool to help the individual express himself more clearly and correctly. It may be better, then, to introduce new grammatical concepts when the need for them arises in the regular general language or foreign language work.

12. Foreign language recordings

The Audio-Visual Department has ordered a number of sets of recordings called "Getting Around in Spanish," "Getting Around in French," and "Getting Around in German." These will be especially useful when introducing the foreign language units. The catalog of phonograph recordings available at the Audio-Visual Department lists many selections of native folk songs that will serve as excellent stimulation for the same units.

13. Eliminate split sections

As desirable as this may be, it is not always possible to eliminate split sections if the grade enrollment does not conform to the room size. Fortunately, the general language material is so flexible that the units need not be confined to any grade

or half-grade level. The teachers of each school may cooperatively work out a two- or three-year master program, teach the two half grades as one group, and always have plenty of new and vital material without duplication or repetition in a later grade.

14. Definite statement of aims and purposes

Such a statement was issued in a bulletin distributed in the fall of 1949. Copies are available on request.

15. Bulletin on specific techniques and approaches

Recommended techniques and approaches are given in the teacher's manual to the general language book, published by Henry Holt and Company. New resource units will contain appropriate suggestions for classroom procedures.

16. More time is needed to teach general language

General language should be taught in connection with the other language arts in the homeroom

These two suggestions are treated together inasmuch as the second is a possible solution to the former. In the homeroom no one subject should suffer because of over-emphasis on another. Language education bulletins in reading, literature, and general language have recommended that work in these areas be correlated whenever possible. This will have the effect of giving more time to each subject and also will help the pupil to realize that the language arts subjects are all a part of the larger subject area of communications.

17. Start in the sixth grade or lower

Leaders in the field of foreign language education have always said that foreign languages can be learned more easily by the child when he is young. But to initiate such a program without skillful teachers adequately trained in the use of the direct method would only defeat the purpose of foreign language instruction. We hope to widen the scope of foreign language education in the elementary school, and we shall work toward that end. But in the meantime our goal is to encourage the very best possible kind of instruction in the general language classes of the seventh and eighth grades and in the foreign language classes of the secondary schools.

18. A bulletin or a chapter on Portuguese

One of our interested general language teachers is preparing a resource unit on the Portuguese language and the people who speak it.

19. Special course on the graduate level for the teaching of general language

Such a course is offered by Wayne University each fall semester. The course, numbered Education 214.2f1, two hours credit, meets at 4:30 p.m. in Room 14, 467 West Hancock, on Monday of each week. See the Wayne University College of Education catalog.

20. List of audio-visual aids

The catalog of filmstrips, films, phonograph records, radio programs, transcriptions, and scripts from the Audio-Visual Department and the bulletins from the Children's Museum list a great variety of material that will enrich all general language units. The teacher should check the listings under social studies and English as well as those under language.

21. List of free and inexpensive teaching material

Such a list has been prepared and may be requested by file number from the Language Education Department. Of course, such a list is never up to date. Teachers will find more recent published material listed in current professional magazines. The teacher's edition of the Scholastic Magazine has a special section devoted to free and inexpensive teaching materials.

22. Simple stories in foreign languages

Such books should be discussed with and ordered through the school librarian. There will be very few schools in which the general language pupils become proficient enough in any one foreign language to warrant the purchase of supplementary foreign language readers. If school funds are available, the general language supervisor will be glad to help in the selection of appropriate titles.

23. Units of interest to meet the needs of children

It is the hope of the Language Education Department that every unit and every lesson in the general language class will be presented in such a way as to meet the needs of the boys and girls. The general language course is neither crystallized nor presented in chronological order. The teacher is free to select those units that are appropriate to the needs of the group, the season, the character of the community, or some current school project. The scope of the general language program is so broad and its facets so many and varied that teachers will find little difficulty in adapting the material to pupils' needs at the moment.

24. More material for slow pupils

The resource units being distributed this fall and other teacher helps being prepared for the teacher's manual will contain plenty of instructional material for all groups of pupils. General language has much to offer the slow learner in the changing of attitudes and the building of appreciation for the contributions of foreign-speaking peoples.

25. Guest speakers at meetings

The improvement of facilities for foreign travel and the expanding public interest in semantics and linguistic science have brought forth in the metropolitan area the names of many interesting speakers whom general language teachers will enjoy hearing at future meetings. The language supervisor will try to make such speakers available whenever time and the opportunity permit.

(Please turn to the next page.)

NOW----WHAT DO YOU THINK ABOUT IT?

Lest principals and teachers think the suggestions made to date have been disposed of too arbitrarily or casually, the general language supervisor invites further comment and/or criticism from all concerned.

In the space given below list any of the above suggestions that in your opinion have not been adequately treated. Have you a new suggestion to make? Tell us about it. If you are satisfied with the general language program in your school, say so!

Fill out the blank at your earliest convenience and send it to Clarence Wachner, Division of Instruction, 467 West Hancock Avenue.

- -

School ______________________ Date ______________

Suggestions or comments:

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Principal ______________ Teacher ______________

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BIOGRAPHICAL NOTES

The author was born on December 24, 1907, in Pigeon, Michigan, and attended the grade schools of Pigeon and Gagetown, Michigan. He was graduated from Central High School, Detroit, Michigan, in 1925. He received an A.B. degree from the College of the City of Detroit and a Michigan teaching certificate from Detroit Teachers College in 1929, and an M.A. degree from the University of Michigan in 1932. Since that time he has been enrolled in Wayne University graduate courses.

In 1929 the author began teaching Latin and general language at Jackson Intermediate School. In 1941-1942 he taught Latin, Spanish, and English at Denby High School, and in 1946-1947 the same subjects at Southeastern High School.

From June of 1942 to May of 1946 was a period of military service in the Air Service Command. During this time the author's education was furthered by short courses at the Army Air Forces Administrative School, Fort Logan, Colorado; Officers' Candidate School, Miami Beach, Florida; and Army Air Forces Statistical Control School, Harvard School of Business Administration, Boston, Massachusetts. As a captain in the Air Forces his primary and additional duties were those of statistical control officer, administrative inspector, and group adjutant of the Sixty-first Air Service Group. Eighteen months of this time was spent overseas in India.

In September of 1947 the author came to the Division of Instruction, Detroit, as language supervisor responsible for the supervision of instruction in the teaching of foreign language in the secondary schools and in general language in the seventh and eighth grades of the elementary

and intermediate schools. As a part time instructor at the College of Education, Wayne University, he has been in charge of the training of teachers in foreign language education. In his position as supervisor of language education he has written several bulletins and teacher helps for foreign language and general language teachers. As author and co-author he has published articles in The Detroit Schools, The Modern Language Journal, and Educational Leadership.

The author is married, and is now living in Franklin Village, Michigan. He has served as program chairman and secretary of the Detroit Classical Teachers Club, chairman of the Michigan Education Association Foreign Language Teachers Section, member of the executive board of the Foreign Language Section of the Michigan Schoolmasters Club, member of a state committee sponsored by the National Federation of Modern Language Teachers in the Survey of the Academic Preparation of Modern Foreign Language Teachers. He is a member of the Michigan Education Association, National Education Association, Detroit Schoolmen's Club, Reserve Officers Association, American Legion, Phi Delta Kappa, Modern Language Association, American Association of Teachers of French, American Association of Teachers of Spanish and Portuguese, Association for Supervision and Curriculum Development, Michigan Secondary Schools Association, National Federation of Modern Language Teachers, and the Classical Association of the Middle West and South.