
In this index, which can be used as a guide to professional reading as well as a research tool, 1100 articles that originally appeared in the "English Journal" from 1964 to 1970 are annotated and indexed. Only those items that could be considered "articles" were included, excluding such items as letters to the editors, book reviews, etc. The table of contents is the main avenue of access, dividing the annotations into sections and categories. When an article has more than one major emphasis, it is cross-referenced. The annotations are intended to amplify the titles and briefly describe the content and emphasis of the articles. There are two indexes included: the "Literary Works and Their Authors," which provides quick access to articles discussing particular works or authors, and an "Author Index," which is an alphabetical list of the authors of the articles annotated. (JF)
Annotated Index to the English Journal

First Supplement: 1964-1970

Edited by
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Carole Masley Kirkton
and the Staff of the ERIC Clearinghouse on the Teaching of English

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National Council of Teachers of English
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Introduction

Exactly 1,100 articles from the English Journal are annotated and indexed in these pages. This first supplement to the Annotated Index to the English Journal: 1944–1963 takes the Index through 1970, embraces articles published from January 1964 through December 1970, Volumes 53 through 59. Seven years. During this time, Richard S. Alm, University of Hawaii, was editor of the English Journal.

In annotating and compiling articles, we were guided by the same purposes as governed the NCTE Committee on a Bibliography of English Journal Articles in assembling the initial volume: to provide a guide to professional reading that is also a tool for research. These opening paragraphs augment that goal—sharpen the tool, perhaps aid the reader in using the Index—by indicating the basis for selecting the articles that are annotated, by describing the arrangement of the annotations, and by pointing out the finding aids of the volume—the indexes to the Index.

Not every item printed in the English Journal from January 1964 to December 1970 is annotated and indexed here. Like its predecessor, this Index used as a basis for selecting which items to include the criterion "that the item conform in some way to the term 'article.'" This criterion assumes that an article usually reflects pedagogical or scholarly concerns of a more or less enduring nature, while other items often deal with ephemeral topics likely to be soon outmoded despite their significance at the time of publication. With this assumption, we distinguished between an article and a column—a column generally being a continuing feature, usually by the same author or authors, on somewhat timely matters. Excluded from the Index in this manner were letters to the editor, editorial notes, book reviews, listings of teaching materials, occasional verse, and compilations of information culled from other publications. Specifically, the columns excluded were: "Riposte," "Teaching Materials," "This World of English," "Professional Publications," "Book Marks," "The Scene," and "Junior Book Roundup." Exceptions were made for special sorts of regular features. The "Counciletter" feature was annotated (unless it dealt with a specific convention or meeting) on the grounds that it helps define the professional concerns of the Council during this period. "Poetry in the Classroom" was also annotated, its concern being largely pedagogical. And NCTE/ERIC's monthly report was annotated because it provides access to research of an enduring nature on a wide variety of subjects.

The Table of Contents is the main avenue of access to the annotations. It divides the annotations into sections, categories, the many phases of English instruction. A sort of subject index to the volume. We based the categories on a taxonomy of English developed by a group of NCTE bibliographers who met in the spring of 1968. Modified the taxonomy to describe the contents of the journals being annotated. Condensed it where no materials fitted the categories, amplified it to reflect new developments, new interests, new efforts among teachers of English. In table of contents form, such a subject index offers an overview of the contents of the Index, suggests the rationale for the divisions and the alternative sections to which the reader may wish to turn. For the most part, the subsections within each major division are self-explanatory. Many divisions open with a subsection (e.g., "Theory") that includes general discussions of the subject of that division, and subsequent subsections deal more specifically, often more practically, with aspects of the subject. An article is cited in the subsection that most accurately describes the principal emphasis of the article. When an article has more than one major emphasis it is cross-referenced. Each subsection concludes with a list of
item numbers referring to other articles touching on that subject. Each annotation bears its own individual number in the continuous sequence that runs from the beginning of the annotation section to the end, from 1 to 1,100.

The Literature section contains the largest number of annotations in the Index. And the biggest subsection in the Literature section is on the novel. The Novel section is so big that it is divided into three subsections, and the biggest one of them lists articles analyzing novels written since 1900. The novel discussed most frequently is J. D. Salinger's *The Catcher in the Rye*. But that doesn't mean that most English teachers spend most of their time teaching Salinger's novel. *Lord of the Flies* and *A Separate Peace* are discussed almost as frequently as *The Catcher in the Rye*. So are *Hamlet* and *Macbeth*. And Shakespeare's name in the "Literary Works and Their Authors" index guides the reader to more articles than the next three most frequently mentioned names put together. But more articles are about teaching writing than about teaching Shakespeare, more about writing than about any one of the literary genres. In fact, the Composition section of the Index is the second largest section.

The two indexes at the end of the volume refer the reader to specific articles by item number. The "Literary Works and Their Authors" index provides quick access to articles discussing particular works or authors. Although the Literature section sifts out articles analyzing specific works within each genre, many articles deal with certain works and authors in a less analytical way and so fall into other sections. The "Literary Works and Their Authors" index retrieves these errant articles, collects them and the other more analytical ones into one finding mechanism, gives the reader with a specifically literary task in mind direct access to articles serving his need. The other index, the "Author Index," lists alphabetically the authors of articles annotated. It can be construed as a roll-call recognition of those whose contributions are the life blood of any such professional forum as the *English Journal*. Others whose regular departmental contributions fleshed out the forum are: Nathan S. Blount and John R. Searles (the "Teaching Materials" column), Dorothy Petit, Margaret Early, and Edmund J. Farrell ("Professional Publications"), John W. Conner and Geraldine E. LaRocque ("Book Marks"), Ted DeVries, Anthony Tovatt, and Arno Jewett ("This World of English"), Stephen Dunning and Stanley B. Kegler ("Junior Book Roundup"), and Leo Ruth and Edmund J. Farrell ("The Scene").

The annotations were written by staff members of the NCTE/ERIC Clearinghouse on the Teaching of English. Daniel J. Dinterich wrote most of them. Linda Hovde, Sarah Washington, and Carole Kirkton shared the rest of the writing load about equally. The objective in writing each annotation was to amplify the article's title with an accurate description of the content and emphasis of the article. Aside from that, we sought stylistic consistency in the annotations, cast each one in a compressed-sentence mold. Defined that mold as a sentence predicate alone with its modifiers. Broke the mold only once or twice in rebellion against rigid conformity. As to a system for categorizing and indexing the Index, we couldn't do better than Dr. Johnson's method for arranging his dictionary: every citation went its way on its own slip of paper.

R.C.H.
The Teaching Profession

A. Preservice and Inservice Teacher Education*

NOTE: The entire April 1968 issue of English Journal was devoted to the discussion and presentation of Guidelines for the Preparation of English Teachers, the result of the English Teacher Preparation Study, September 1966—March 1967.

   Presents three unique features of the NCTE study tours: their emphasis on literary, linguistic, and cultural landmarks; their special lectures and institutes; and their opportunities for members to attend special events and to obtain teaching materials.

   Lists statements on English teacher preparation on the elementary and secondary levels, resolutions adopted at a seminar of English department chairs, and major recommendations for educating elementary and secondary English teachers.

   Criticizes NDEA summer institutes on the grounds that they concentrate on a plethora of conflicting theories but spend insufficient time dealing with improved methods, aids, and materials to implement the theories.

   States that four things are needed to improve English education: better prepared teachers, better teaching conditions, better teaching materials, and better community attitudes toward the teaching of English.

   Contains abstracts of ERIC documents concerned with the process of inservice education: its necessity, objectives, possible roles, and forms taken to date.

   Analyzes events, documents, and people involved in a history of the preparation of teachers of English, and comments on future directions.

   Describes the organization and structure of a successful poetry workshop for teachers and provides a nine-point checklist of matters requiring special attention if such a workshop is to succeed.

   Describes a six-week summer program for secondary school teachers sponsored by the Eugene O'Neill Memorial Theater Foundation to improve dramatic skills and knowledge.

   Describes the NDEA provision for funds for institutes in English and reading, improved supervision, and purchase of materials and equipment.

    Subtitle of this article is "An Only Slightly Fictionalized Account of Attending a Meaningful Conference." A narrative.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Describes the 1984 NCTE Tour of the British Isles, concluding that literary tours often provide the foundation for better teaching.

Presents detailed explanations of the beginning of the English Teacher Preparation Study including the decision about the directions the Guidelines should take.

Explains what teachers should expect from the 1987 NDEA Institutes, basing the prediction of the institutes' benefits on their performance in 1985 and 1986.

Discusses and lists the certification requirements for elementary and secondary English teachers in fifty states, the District of Columbia, and Puerto Rico; compares this study with the studies of Stinnett (1967) and Woellner and Wood (1967-68). Tables.


Reports summaries of research on studies in the English language arts with emphasis on practices in teaching such areas as: reading and literature, written composition, grammar, spelling, usage, vocabulary, speech, and listening. Bibliography of seventy-seven entries.

Describes two instruments used to disseminate ideas and experiences among high school teachers attending an inservice training program at Ball State University.

Believes the Guidelines should motivate, stimulate, and give a sense of direction to those who plan teacher preparation programs, and encourage those who would improve these programs.

Gives dates and names of individuals responsible for planning original studies for the Guidelines for the Preparation of English Teachers.

Outlines the nature and purpose of the study and presents the six major and numerous minor guidelines for elementary and secondary school English teacher preparation which resulted.

Explains the nature and purpose of the English Teacher Preparation Study and presents the six guidelines for the Preparation of Teachers of English.

See also: 156, 469.

B. Teacher Roles and Attitudes

Examines the ineffectual rigidity of English instruction aimed at keeping inner-city junior high school students quiet and orderly.


25. Bronson, David B. "Reading, Writing, and McLuhan." 57 (Nov. 1968): 1151-55, 1162. Supports McLuhan's contention that reading and writing are unnatural, concluding from a study of McLuhan that these skills are the supreme achievement of civilized humanity and ought to be taught from this point of view.

26. Brown, L. Lakota. "Name One Creative Thing You've Done Lately." 56 (Nov. 1967): 1158-59, 1165. Urges teachers to avoid intellectual stagnation and suggests ways to stimulate teachers' creativity through self-evaluation, widening their fields of knowledge, and increasing communication with others in the profession.

27. Burchard, Rachael C. "Boy with a Toy." 57 (Sept. 1968): 841-42. Describes a true incident: a student points at his teacher a "toy" gun which turns out to be a loaded .38.

28. Campbell, Charles A. "The New English—a Laudite View." 56 (Apr. 1967): 591-95. Urges teachers to concentrate on the central problems: how to get students to observe, to abstract, to comprehend, to read intelligently, and to express their ideas to others; warns against hiding such important matters under the banner of the New English.


32. DeFrees, Sister Madeline. "Pegasus and Six Blind Indians." 59 (Oct. 1970): 928-37. Discusses six types of poetry teachers each of whom is more interested in talking about or around a poem than he is in the poem itself. Presents several poems and suggests methods of approaching the teaching of poetry.


Discusses several opinions regarding the nature of English study and urges teachers to be aware of three aspects of their responsibility as teachers: to help students learn to think effectively, to establish values, and to develop their imaginations.

Accuses many in the teaching profession of avoiding all contact with conflict and social involvement, of "rushing away from the 'darkness,' the dangers of violence, and toward the 'light,' the familiar shibboleths of the academy."

Notes that the English teacher's role is defined and redefined by the needs of today's world: to help many children escape poverty; to help all children develop healthy and viable points of view on life, on man, and on the future; and to help children to dream in ways that will enable them to cope with the problems of their worlds.

Shares the thoughts of a tradition-bound teacher who procrastinates finding out about recent innovations and trends in English education.

Describes steps English teachers can take to help their students use constructively the increased leisure time they will have as adults.

States that teachers of disadvantaged students are themselves disadvantaged because of a lack of proper training in handling the needs of their students. Offers several suggestions to remedy the situation.

Urges teachers to respond to, not shape, what their students say and do; to teach for their students' benefit, not their own.

Suggests ways in which beginning English teachers can avoid the many student-constructed pitfalls of the profession.

Lists ten suggestions regarding classroom management and control designed to help the apprehensive beginning teacher.

Recommends ten attitudes leading to effective teaching of English.

Contends that student teachers need to know more about their individual students, the use of related materials (e.g., bulletin boards), and various teaching techniques.

Presents examples of the author's experience in teaching for a year in "Seattle's most difficult high school." Discusses the poor classroom performance of his students, the poor organization of the department, and his own inability to teach effectively.

Decries the lack of balance in America's "too-serious" youth and encourages teach-
ers to help their students develop a sense of humor.


See also: 196, 494, 943.

C. Departmental Organization and Supervision

51. Donelson, Kenneth L. "The Discipline and Freedom of the English Teacher." 56 (Apr. 1967): 596–72. States that, if an English department can demonstrate professional competence, it has a right to ten freedoms, and lists the ten. Suggests three paths of action leading to this goal.


59. Ruggless, Charles B. "The Nominal High School English Department Chairman." 54 (May 1965): 375–78. Based on a survey, describes the present
status of English department chairmen, and suggests what their role should be in order for English instruction to be improved.

Narrates the story of one California association's efforts to promote the adoption of the principles contained in High School Departments of English: Their Organization, Administration, and Supervision (NCTE 1964).

A study of the present situation of chairman of small English departments results in four specific observations concerning excessive work loads, duplication of effort, and inadequate curricula. Offers three suggestions for improvement.

See also: 115.

D. Professional Concerns

Reports on "some of the major issues confronting the profession," e.g., in proposed copyright law revision, the National Assessment of Education, and The National Interest and the Teaching of English (1961).

Expresses the author's opposition to the term "new" as applied to English.

Urges members to become actively involved in their local communities and school systems and praises the NCTE Commission on the English Curriculum for their study of the implications of the National Assessment program.

Expresses concern about professional ethics in textbook selection, censorship, and violations of copyrights and speaker's rights. Encourages the Council to help teachers become certified and asks the Board of Directors to become more involved in shaping the affairs of the Council.

Contains quotations from Volume 1 of the English Journal (1912) and Volumes 56-57 (1967-68), juxtaposed according to subject to indicate with "startling similarities" the persistence of the issues in English instruction.

Describes the kind of standard English professionals believe in; suggests that continuing contact with other members of the profession sets examples of excellence and keeps the professional person in touch with new ideas and developments in his field.

Contains a list of the ten major issues adopted by the Executive Committee as areas of concern for the Council.

Discusses various issues in American education, including the problem of dropouts, or push-outs, the decentralization of public school systems, and the introduction of Negro literature into the curriculum. Concludes, in Secretary of Labor W. Willard Wirtz's words, that "what we are presented with here are insurmountable opportunities."

70. Gromnon, Alfred H. "NCTE Coun-

Describes seven major influences and developments that have shaped the teaching of English over the preceding ten years. Predicts the developments of the '70s, including the relaxation of requirements, flexibility and innovation in college and university departments of English, and increased interest in the writings of minority groups.


Presents the reactions of Mr. Allen, Staff Inspector, United Kingdom Department of Education, to the teaching of English in America. Uses a question-and-answer format.


Presents an overview of the difficulties assailing teachers of English today, e.g., poor textbooks and a lack of model curricula. Analyzes modern needs in English teaching, e.g., concentration on the problems of inner-city schools and increased use of media other than the printed page.


Urges: (1) colleges to cooperate with the elementary and secondary schools, (2) continued cooperation between NCTE and MLA, (3) adoption of a new joint agency to be located in Washington, D.C., (4) NDEA institutes to promote a maximum of intellectual activity, (5) instructors to give more attention to linguistics and rhetoric, and (6) new standards to assess professional growth.


Reviews some of the changes in the teaching of English which have recently taken place and suggests their significance to modern teachers.


Urges English teachers to be aware of the history of their profession, predicting that they will thereby gain the sense of perspective that "puts the temporary present in its place."

76. Markwardt, Albert H. "NCTE Presidential Address: Don't Ask; Inquire." 57 (Feb. 1968) : 159-65.

Questions the usefulness of professional specialists when teachers fail to pose relevant questions, especially those concerning the language learning process. Recommends that teachers inquire about their subject-matter fields.


Analyzes and discusses five elements involved in the definition of a "profession."


Discusses the turbulence of the present educational and professional scene. Suggests that social and educational issues of the day deserve thoughtful, calm consideration.


Outlines the need for both individual members and the Council as a whole to be relevant. Provides a checklist of ten items by which members can evaluate the relevancy of their teaching.


Presents the humanistic value of language and literature as the means whereby man creates and proclaims himself and explores and structures his world.

Indicates critical needs in English and lists priority projects as determined by commissions of NCTE. Emphasizes the importance of early childhood education, the disadvantaged, and reading.


Lists and discusses various attempts of elementary, secondary, and college English teachers to cooperate in their endeavor to improve the continuity in English instruction.


Points with pride to the revolution in teaching materials and in approaches to teaching English, which has occurred in the 1960s, but warns of the dangers in over-reliance on machines.

E. The National Council of Teachers of English


Recognizes the size and diversity of the NCTE and urges members to make use of the channels of communication open to them.


Discusses the work in progress of fourteen committees of the NCTE, including a report on The Motion Picture and the Teaching of English and an annotated list of 550 recordings of value to teachers.


Discusses five problems within the NCTE: a lack of response to the Research Foundation, indifference to committee responsibilities, scarcity of elementary and secondary teachers in major Council positions, indifference to educational history, and lack of proportional representation.


Describes the nature and function of NCTE's Educational Resources Information Center. Requests copies of documents relevant to the teaching of English for the NCTE/ERIC documentation program. Explains how to buy microfiche and hard copy reproductions of material in the ERIC file.


Comments on some of the major projects of the Council, e.g., task force on the disadvantaged, committee on copyright law revision, and NDEA institutes.


Describes the structure and function of the NCTE.


Submits two problems for the consideration of members of the NCTE: the problem of change, calling for increased relevance in the English curriculum and involvement in current social issues; and the problem of growth in the membership of NCTE, with its inherent difficulties.


Reveals the president's hopes for the future of the NCTE with regard to fulfilling the dreams of the Council's founders, social and cultural problems of the schools and the profession, relevancy, a new focus on reading, teacher education, and the publication of texts free of racism; criticizes censorship.
92. Jenkins, William A. "NCTE Councillet-
Warns against an indiscreet overinvolvement
of the NCTE in political matters not within
the Council's legitimate sphere of activity.

93. Marckwardt, Albert H. "NCTE Coun-
1199-1200.
Urges members to avoid compartmentaliza-
tion and overspecialization and to seek
instead an awareness of and pride in their
discipline and a willingness to act on the
basis of a commitment to the profession.

94. Marckwardt, Albert H. "NCTE Coun-
ciletter: The Council's Committee Struc-
Indicates problems presented by the Coun-
cill's committee structure and offers three
ways to improve matters.

95. O'Donnell, Bernard. "Report from
NCTE/ERIC: The Months to Come." 57 (Apr.
Explains the purpose of ERIC (Educational
Resources Information Center) and dis-
cusses its future projects.

96. O'Donnell, Bernard. "NCTE/ERIC
Clearinghouse on the Teaching of English:
A Report to the Profession." 58 (Mar.
Describes eight of NCTE/ERIC's present
products and functions, including document
processing, the Newsletter, journal reports,
and basic bibliographies in fifteen areas,
and discusses four projects to be completed
in the near future.

97. O'Donnell, Bernard. "Operation Eval-
Presents two evaluations of NCTE/ERIC's
performance over its two-year history and
describes the extensive growth of the Edu-
cational Resources Information Center.

98. Ross, Frank E. "NCTE Councillet-
ter: What's Wrong with the Secondary Section?"
Urges a program of awareness, reflection,
debate, and action for members of the
Secondary Section of the NCTE. Presents
nine subjects for discussion.

99. Russell, David H. "Re-Renewing: The
Future of the Council." 53 (Feb. 1964):
67-72, 109.
Pays tribute to Robert Frost and John F.
Kennedy. Looks to the future of the NCTE
and enumerates the problems that it must
face.

See also: 1029.

The Teaching of English:
General

A. Research in the Teaching of En-
glish*

100. Applebee, Roger K. "National Study
of High School English Programs: A Record
Uses graphs and tables to demonstrate some
of the findings of the National Study of High
School English programs over the past two-
and-a-half years on subjects such as use of
class time, teaching methods, teacher prep-
aration, and teaching conditions.

101. Blount, Nathan S. "Summary of In-
vestigations Relating to the English Lan-
guage Arts in Secondary Education: 1965." 55 (May
Presents the results of studies in the teach-
ing of literature and reading; in the teaching
of punctuation, semantics, spelling, syntax,
and written composition; and in the teach-
ing of listening. Contains a bibliography.

*Annotations are numbered consecutively
throughout the annotation section. The item
numbers are used in cross-referencing and in
both indexes.

Presents abstracts of several studies that have relevance for teaching and learning English in secondary school classrooms. Covers areas such as the English teacher and the English curriculum, literature, reading, English skills, composition, and general semantics. Contains a list of references.


Presents a selective summary of studies in areas such as: surveys of research and trends, general English pedagogy, composition, reading, oral expression, and language. Contains a bibliography.


Cites bibliographies and summaries of research related to general English pedagogy, composition, language, literature, oral expression, and reading. Concludes with a list of references.


This tenth annual selective review of research covers seven areas: bibliographies and summaries of research, general English pedagogy, composition, language, literature, oral expression, and reading. Concludes with a list of references.


Reviews studies on composition which found no significant correlation between knowledge of grammar and ability in composition, frequent writing practice and better writing, or intense evaluation and better writing. Summarizes findings of studies on reading which point out the abilities necessary for speed reading and which maintain that mentally retarded adolescents can improve their reading skills. Lists libraries that have access to these documents.


Early criticizes Evans's and Lynch's quantitative analysis, but agrees with their basic recommendations for improving textbooks and revising curriculums. Douglas criticizes most aspects of the report, contending that the report is more harmful than helpful.


Reports the findings of a survey of college professors of freshman English in New Jersey and makes suggestions for improving articulation techniques.


Explains why teachers fail to read and use research in the teaching of English; discusses some major pieces of recent research; offers suggestions on how to get more teachers to use research findings in their classrooms.


Reports on the results of three projects: phoneme-grapheme relationships as cues to spelling improvement, social dialects as barriers to the culturally deprived, and how grammatical rules are used to produce language sequences.


Examines five recently completed projects dealing with language acquisition and instruction of the disadvantaged and two projects currently under way on composition and learning from verbal discourse.
Reports studies concerned with dialects, the disadvantaged student, and methods and materials to be used in teaching the disadvantaged.

Presents abstracts describing some of the materials produced by the Project English Curriculum Development Centers which are of special interest to secondary school English teachers.

Summarizes efforts of the Project English Centers, their specific objectives, and the problems in evaluation. Notes the overall aim to design a developmental English program with materials and to improve the training of teachers for grades K-12.

Offers suggestions, based on the National Study, in three major areas: the administration and supervision of the English program, the English faculty, and the nature of the English curriculum.

Reviews the findings of research regarding the teaching of composition, grammar, spelling, vocabulary, reading, literature, speech, listening, viewing, critical thinking, mass media, the use of teacher aides, programmed instruction, teaching machines, grouping techniques, and team teaching. Concludes that only a few studies reviewed adhered to the basic steps of research. Contains a bibliography.

See also: 16, 33.

B. Materials

Note: For articles discussing the use of paperback books, see "LITERATURE: Paperbacks," items 911-916. See also "STUDY AND USE OF MEDIA," items 1071-1100.

Discusses the author's experiences in writing and editing literature anthologies for disadvantaged, minority students in inner-city junior and senior high schools. Contains several examples of stories, plays, and poems that the students found acceptable.

Lists and describes the available state literary maps of about two dozen states. Provides ordering information.

Provides fifteen guidelines for constructing or adapting material for disadvantaged students, seven guidelines for writing directions, and seven rules for constructing exercises.

Presents the tenth annual listing of free or inexpensive educational materials available to teachers for the asking. Gives sources for all items and prices where applicable.


See also: 85, 140, 141, 142, 447, 448, 522, 946, 1014, 1015.

C. Methods

Note: For additional articles that discuss the
teacher as teacher, his role in the profession and in the classroom, and the attitudes with which he approaches the teaching of English, see "The Teaching Profession: Teacher Roles and Attitudes," items 22-50.


Applies a coaching analogy to teaching English and illustrates the concept by describing warm-up exercises (free writing), drill (in grammar and sentence building), relaxation (an attitude for grading), and exhibition (peer appreciation).


Describes, in fictional form, a teacher's attempt to make his teaching relevant by asking his students to respond to a personal experience he had undergone.


Presents six ideas for improving classroom lectures.


Stresses the advantages of team teaching and describes its applications in a hypothetical unit.


Notes three methods of teaching: (1) teacher telling; (2) teacher molding; (3) student inquiry and discovery. Givess examples of inquiry-discovery teaching in mathematics and science, and endorses the application of this method to English teaching.


Introduces a successful approach to teaching which gives the students the freedom and responsibility of planning their own course of study for a six-week period.


Presents abstracts of thirteen ERIC documents which deal with innovations in English teaching.


Advocates teaching for self-discovery and describes a method that emphasizes basic principles rather than specific content. Includes an example of a test in which students discover meanings in new material by applying basic principles.


Describes an assignment that fruitfully employs short "empty spaces" at the end of English class meetings in which the teacher plays the part of a customer calling a repair service and students write instructions for repairmen based on the telephone conversation.


Outlines several small-group learning activities as a way of individualizing instruction and developing critical thinking and independence. Emphasizes the importance of exchanging ideas and of planning.


Describes the physical setting, organization, content, and advantages of several programs that practice team teaching in various forms, but share similar goals.


Urges teachers to read aloud to their classes and presents several of the author's methods of stimulating student enthusiasm for spoken literature.
Describes the success of an assignment at the beginning of the school year for which students made collages in answer to questions about their identity, interests, and goals.

Lists the steps in implementing a team-teaching program and its advantages and disadvantages. Concludes that team teaching is worthwhile, but in need of modification. Contains a student evaluation of program.

Describes a method of lightening teachers' burdens of class preparation and intensifying student-teacher relationships by means of an English-tutorial program.

Urges narrowing the teacher-student gap by concentrating on matters relevant to students; for example, by asking students what they would like to know and then joining with them in discovering answers for their questions.

Exposes the conflict between subject-matter-oriented and methods-oriented teachers; asserts that the method should be in accord with the subject matter. Examines appropriate methods for teaching grammar, usage, and literary history.

138. Herbert, Phil. "... That's the Question!" 56 (Nov. 1967): 1195-96.
Analyzes student and teacher questioning and encourages teachers to substitute thought questions for leading questions.

Describes the present unhappy condition of English education for Mexican-American students. Prescribes methods teachers may employ to improve the quality of their teaching and discusses areas of prime concern.

Offers a collection of "short, self-contained lessons for those uncomfortable few minutes that come occasionally at the end of a class."

Provides a list of exercises to fill up "the uncomfortable few minutes" which are sometimes left over at the end of a period.

Urges using literature and language materials and teaching methods that will make a difference in students' lives. Emphasizes the human and humane in English courses of study.

Describes the author's experience with programmed instruction and urges teachers to select their programs carefully, knowing what and how a program teaches before adopting it.

Advocates the use of a "values sheet"—which contains a thought-provoking question or two and several directed questions—as a strategy for clarifying students' values. Examples given.

145. Klein, Thomas D. "Personal Growth
in the Classroom: Dartmouth, Dixon, and
Describes the benefits of using T-group
techniques in English to provide the psy-
chological classroom conditions that best
allow both teacher and student to "share
experience."
140. Litsey, David M. "Small-Group
Prepares some basic training procedures to
introduce students to the working of small
groups (e.g., basic encounter groups, T-
groups) and offers several suggestions for
using small groups in teaching the novel,
drama, or poetry. Contains several evalua-
tive observation forms.
147. McCalib, Paul T. "Intensifying the
Offers a rationale for using role-playing
techniques in the English classroom, as
eliciting fruitful, accurate insights into the
characters in a literary work. Contains a
sample role-playing situation based on
Faulkner's "Barn Burning."
148. MacDonald, R. K. "Understanding
Prepares a program for teaching based on
the theory that an ability to predict indicates
understanding, and that memorization is
consequently less important than a grasp
of concepts and their relationship to each
other.
Praises team teaching for its flexibility and
freedom to experiment, discusses how team
lessons open new horizons for teachers,
and offers guidelines for the beginning team
teacher.
150. Miller, Bernard S. "More Than a
Little Is . . . Much Too Much." 58 (May
Criticizes most English programs as too
narrow, too limited, too picky, too in-
terested in facts and who is taught rather
than in who is taught. Encourages teachers
to adopt meaningful approaches in which
both teacher and students learn together
and share ideas.
151. Moffett, James P. "Coming on Con-
Describes the difficulties that prevent the
creative, innovative teacher from breaking
away from the tests, tests, and other mani-
festations of the educational-industrial com-
plex to develop truly student-centered
methods.
152. Morgan, Mary C. "Something Prac-
Describes role-playing procedures used in
teaching practical rather than conventional
skills to below-average ninth-grade students
in a commercial course.
153. Nyquist, Jody L. "Grouping Other
Suggests that team-teaching classes be di-
vided into large, intermediate, and seminar,
or small groups, depending on the nature of
the material to be covered. Contains an out-
line of a team-teaching unit on Puritanism.
the Vestal Virgins?" 55 (Sept. 1966): 720,
725–31, 734.
Urges teachers to change with the changing
times. Points out a number of deficiencies in
our present system of English instruction
and indicates methods for improvement.
155. Smiley, Marjorie B. "Gateway En-
lish: Teaching English to Disadvantaged
Describes the disadvantaged student. Pre-
scribes specific developmental approaches to
teaching English which emphasize listening,
speaking, reading, and writing. Criticizes
censure of nonstandard dialect, adaptations
of literature, stereotyped characters, and the
exclusion of poetry. Contends that the lan-
guage and literature program can open the
"gateway" to further education and greater
opportunity.
Describes "Teaching English," a series of sixteen thirty-minute inservice training films developed by Powell Stewart in which he lectures directly to teachers about specific ways to improve English instruction.

Presents an argument for the use of "a guided sequence to maximize the possibility of early discovery" and emphasizes the learning process in creating an educational situation. Sample lesson plans for literature, language, and composition.

Provides four organizational plans for team teaching in a conventional setting, designed to improve instruction and ability grouping.

Recommends using dictating machines and small long-playing record discs to evaluate student papers and to make other assignments.

See also: 162, 447, 552, 568, 1069.

D. Grading and Testing

Discusses the success of two courses taught by a contract-for-grades system and presents six advantages of this system.

Examines various tests, (e.g., SAT, College Board Achievement Test, ACT), and concludes that a knowledge of the terminology of traditional grammar is not needed to succeed on the tests. Points out that a knowledge of usage and sensitivity to language are required and that they can be achieved in the new language programs.

Explains a method of providing students with a dittoed composite of a class's test answers as a way to make students more aware of the range of responses and potential for analysis.

Criticizes and examines national objective and essay writing tests which are prepared for group testing. Concludes that such tests should be renounced as tests of writing but could be used to test information about skills only related to writing. Encourages teachers to evaluate writing by having students do more writing.

Contends that responsibility for preparing and grading essay tests lies with the department or team rather than the individual teacher. Offers methods of implementing this suggestion and answers several objections to it.

Points out the value of essay tests, and shares the methods used to train the students in essay test writing.

Discusses reasons for the ineffectiveness of traditional methods of grading. Suggests that grading and evaluating student papers should be a positive act in which the student himself is involved.

Describes a process by which students list their own weaknesses in usage, syntax, and rhetoric, and teachers make individual tests from these lists. Contains a sample list of weaknesses and a sample test.

Tells a fable of Roop Rotcurtai's delight in preparing students for the Natilopom Test and subsequent unhappiness when Roop is unable to protest the abolition of the test because he hasn't learned to write. A satire.

States that the American College Test and similar tests are not keeping pace with the usage sanctions permitted by the new language approaches.

Describes successes encountered in classes of slow learners when traditional grades were replaced by comments on individual improvement, and personal letters of evaluation were substituted for the customary report cards.

Reveals an imaginary answer to an imaginary advanced placement examination by a student who has been "overtrained" in literary analysis by an overzealous teacher.

Describes two student-grading exercises: one asking students to answer eight specific questions as they analyze one another's papers, the other asking students to grade their own papers and make comments on them.

See also: 128, 759.

Curriculum

A. Theories and Aims*

Describes the computerized English classroom of the future and answers some objections to computerized education. Outlines the advantages of using a computer in a core curriculum.

Suggests that the traditional English course be replaced: (1) by incorporating guided practice in reading skills, expository writing, and study techniques into social studies and science classes; (2) by establishing a full-time writing laboratory; and (3) by developing a creative arts course in which students express themselves via words, music, art forms, and dance movements. Gives examples of the kinds of activities envisioned for junior high students.

Describes a three-part program of study, including language, literature, and composition, which uses the metaphor of the three fates to illustrate the indivisibility of the English trivium.

Analyzes the present state of English education for the average student. Suggests six possibilities for improving content and techniques in their courses: oral language, study of mass media, individualized reading, contemporary adolescent literature, dramatiza-

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
tion, and "the skills," as they are called.
Identifies problems in overspecializing and departmentalizing of subject matter in secondary schools, and points out the common goals of the whole curriculum and the need for interdepartmental cooperation.
Proposes the abolition of English, stating that it is a dead subject, killed by the age of TV, of Aquarius, of romanticism and rebellion, of drugs and frenzied music.
Opposes the establishment of behavioral objectives, advancing the theory that the highest achievements of English education are in the realm of internal experience, with benefits for the student's imagination, understanding, and ability to use language.
Notes that the teaching of English in the United States has little relevance to the reading habits or the language experiences of the American people. Urges that the high school English curriculum be more compartmentalized and teachers be more specialized to offer such courses as Magazines and Newspapers, TV and Radio, Semantics, and others in literary genres.
Notes a misunderstanding of the term "unit" and suggests a means of saving the unit method by applying the "new logic" to shift the unifying element of the unit from topic to concept.
Argues against the conventional English unit and recommends replacing it with a student-centered open-ended unit. Describes how this generative unit can evolve through a never-ending process of questioning and synthesizing.
Provides teachers with ten guidelines on how to become ready for new curriculum materials.
Provides the English educator with a list of four behavioral objectives which are manifestations of students' growing creativity and hence of students' personal growth.
Argues that English is obsolete because it is mandatory rather than optional, negative rather than affirmative, and book-centered rather than people-centered. Suggests the direction that reorganization should take.
Discusses how British attitudes toward English and approaches to teaching it differ from American attitudes.
Encourages the writing of behavioral objectives to evaluate existing curricula or to test proposed curricula, but warns against: (1) writing behavioral objectives to help create lesson plans and unit outlines, (2) writing objectives toward any end other than intellectual and emotional mastery of the mother tongue.
Suggests improving the teaching of English
by first concentrating on teaching students how to read contemporary standard English, to write simple, persuasive exposition, and to speak with ease.

An endorsement of the recommendations of the Commission on English (of the College Entrance Examination Board) for unifying skills and subject matter by Smith, and an examination of the weaknesses of the report by Turner.

See also: 71, 80, 82, 108, 458, 949, 972.

B. Planning and Evaluating Curriculum

Surveys college students' recommendations for senior English classes: 1) more writing of book reports, research term papers, creative essays, and expository themes, 2) more vocabulary instruction, and 3) less grammar.

Describes the activities of a language arts curriculum committee and evaluates their accomplishments.

Discusses three aspects of the New English: a sequential overview of the language-centered curriculum in the author's schools, the application of linguistics to high school, and the merit of a language-centered curriculum as compared to a traditional one.

Gives overall impressions of the materials produced by the Curriculum Centers, noting contributions and shortcomings.

Discusses the virtues and vices of modern curriculum guides, presents the committee's evaluation criteria and rating scale.

Advises curriculum committees to begin with the three -cy's: literacy, oracy, and mediacy, in order to construct a relevant and sound curriculum. Notes the dangers inherent in three "typical" curriculum committee organizations.

Rather than overloading English teachers with unprofessional tasks, suggests that English teachers be provided time to initiate curriculum changes and thereby provide better instruction for the non-college-bound student.

Introduces an annotated bibliography of twenty ERIC documents with an overview of trends in the profession, describes curriculum theories and designs resulting from them, and lists sources for a variety of curriculum guides.

Lists the steps to be taken in the construction of a creative curriculum guide. Contains a list of additional references on curriculum building.

199. Sibbner, Duane C. "Learning Hier-

Suggests four works for those interested in curriculum planning and proposes a five-step process leading to the formulation of behavioral objectives for the study of literature.


See also: 54, 535, 950.

C. Elective and Nongraded Programs


203. Berry, Rebecca. "We All Teach Senior English." 56(Oct. 1967): 994-96. Describes an elective senior English program which included nine course offerings designed primarily for college-bound students. Presents a master schedule.


208. Ellison, Martha. "Let's Ungrade and Upgrade the English Curriculum." 56(Feb. 1967): 211-15, 288. Analyzes the failure of current grouping practices to realistically deal with individual student needs and suggests that a nongraded program allows for flexibility of scheduling and greater specialization among teachers.


ments on elective English programs which are available through the ERIC system, and offers a selective, annotated bibliography of articles on the subject in recent educational periodicals.

Contends that the traditional English curriculum is cluttered with old and new units, and is often irrelevant and boring to students. Proposes an alternative curriculum of electives to stimulate interest and learning. Describes course requirements, and stresses the advantages of the program.

Describes a curriculum founded on a "basic skills" test. If a student passes the test each year he may either follow a no-more-English program or enter an elective program in which he may select individual courses or independent study. List of basic skills included.

Discusses the introduction of a tailor-made phase elective English program as a way of meeting the needs of more students and the problems of a particular school.

Describes the success of an English program (APEX) in which grouping of students by grade level is abandoned and students choose courses for themselves from a list rating each course by degree of difficulty (phasing). Includes a sample survey of student response to the program.

See also: 542, 546, 584, 737, 877.

D. Independent Study

Proposes a program of independent study in English for students in grades 7 through 12, describes possible approaches, and enumerates the benefits of such a program.

Contains bibliographic citations, resumés, and ordering information for documents pertinent to independent study programs in the English language arts which are available through the Educational Resources Information Center.

Explains procedures used in establishing an English Independent Studies Program for high school seniors who are mature and very interested in English.

Proposes a comprehensive, four-level course of study in the language arts based on flexibility and individual need, the outcome of which is a self-generating learner.

Describes a number of senior independent study projects and evaluates them as "excellent learning experiences." Discusses some benefits for individual students.

Describes the merits of an English curriculum in which all teaching-learning situations are independent, placing the responsibility for learning on the student, not the teacher. Discusses the success of a program in a junior high school where the students had independent access to a learning center, in which they participated in creating and operating their courses.
Urges the adoption of independent study programs in high schools. Describes the author's program and five common student problems with independent study.

Describes the benefits derived from an independent study option within an electives program for all high school English students. Offers examples of individual students' success.

Describes a "Quest Program," a student designed, independent study and research program which allows students to concentrate their attention on areas of personal interest.

See also: 126, 479.

E. Special Programs: Slow Learners, Accelerated Students, Others

Describes an innovative high school language arts program in which students tutor culturally deprived elementary school students and write original stories for them.

Describes a program for low-level twelfth-graders, "a study of the newspaper with emphasis on how to read the daily news intelligently." Notes five favorable results.

Describes several projects to stimulate slow learners to an increased interest in English, including the use of the language arts periodical Scope, daily writing in journals, and the oral reading of selected novels.

Presents several examples of the author's experiences with slow learners and offers sample lesson plans. Concludes with six generalizations about teaching slow learners.

Stresses the importance of motivating and providing slow learners with a meaningful, well-integrated English program conscious of their specific needs in order to prevent them from becoming dropouts.

Describes a method utilized in the Pittsburgh Public School System (in cooperation with local colleges) to provide for academically talented students.

Describes the success of programs that send American high school students to study at English universities. Identifies program objectives as: broad exposure to the cultural heritage of Europe, significant increase in students' knowledge in the humanities, and growth in student maturity.

Endorses and describes a plan that incorporates programmed textbooks, lay assistants for special reading classes and for theme correction, and individual composition conferences into a unified English program for college-bound students.

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Analyzes the strengths and weaknesses of study-abroad programs in England, Ireland, and Scotland for American students. Concludes that worthwhile programs are available but warns of poorly planned programs and irresponsible companies. Offers some criteria for selection.

Describes project LEARN, "a pupil-team learning project for classes of Puerto Rican students" which relies on the efforts of high achievers to bring their underachieving fellow students up to par.

Describes an experimental program designed to provide college-bound students with the necessary skills for college success. Course includes research seminars, individual study, field trips, and teacher-pupil conferences.

Lists questions to challenge teachers and the curriculum. Describes a course designed for disadvantaged students which promotes success by centering on oral-aural activities, journal writing, paperbacks, and individual attention and evaluation. Characterizes the teacher in this program.

Discusses several methods of teaching reading and writing skills to non-college-bound high school seniors. Contains some of the author's prescriptions for success in teaching these students.

Describes an English course designed for the dropout which emphasizes student motivation and students' realization of the importance of a basic knowledge of English in their lives.

Offers specific suggestions for teaching spelling, reading, and writing to slow learners, with an outline of the subject matter for the year.

Lists twelve suggestions for making a basic English course interesting and worthwhile.

Describes slow learners, pointing to their continual lack of success. Examines the problems of teacher-pupil communication and teacher-imposed curriculum. Suggests ways to insure success and improve instruction by selecting meaningful materials, and by utilizing student interest in the mass media.

See also: 468.

Composition

A. Theory*

Discuss the close relationship between oral and written discourse and concludes that classroom practices are conditioning students against nearly all organized expression of ideas.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Present truth and harmony as worthwhile rhetorical goals but advocates truth (the rhetoric of dissent) as the more worthy of the two. Discusses the travesty of these goals that occurs in sentimental rhetoric and the rhetoric of abuse.

Describes the process George Sterling may have followed in composing the following sentence: "Shyly the rabbit limps across the road."

Urges teachers to seek the answers concerning the philosophy, content, and method of teaching writing; suggests how these answers will influence students' writing.

Defines and explains mature style as one having relatively "high frequency of free modifiers" and "high frequency of structures of coordination within the T-unit."

Suggests writing assignments to direct the growth of research skills and critical judgment in order to guide students from basic composition to research paper writing.

Presents "a term paper for graduate students sick of writing term papers." A satire.

Advocates the use of composition as a vital weapon against the forces of depersonalization and dehumanization. Suggests the analysis of works by professional and student writers to determine how style reflects personality. Contains a sample theme assignment.

Gives five elements that need continual emphasis in compositions, and suggests how these objectives can be realized by more closely examining writing itself and by relating it more directly to the study of language and literature.

Describes the style of a great writer as having much in common with the style displayed by movie actors and prize fighters, in that all three use purposeful and patterned surprises. Analyzes writing style in terms of these elements.

Making a plea for a humane approach to teaching writing, for a concern about issues of importance to today's students, and for writing assignments based on this concern.

Describes three principles—addition, continuity, and selectivity—that provide practical approaches to teaching writing.

Urges an "inductive study of sentence rhetoric" to teach students that writing is the conscious, even creative, process of making choices, and to show them how form works with and helps to communicate meaning.

255. Judy, Stephen. "Style and the Teach-
States that the approach to style used by grammar, composition, and literature texts is disunified and inconsistent. Offers three axioms about style "which can lead to fairly systematic classroom instruction."

Illustrates the theory that writing is learned rather than taught through a naturalistic approach to the teaching of writing which frees teachers from the role of critic and allows students to develop their own writing ability.

Urges English teachers to break down the barriers between English and other subjects by introducing their students to writing normally outside the English curriculum and by linking composition to the students' other courses.

Urges high school composition teachers to adopt a rhetorical perspective and suggests that they require their students "to produce themes directed toward a designated audience, to serve a specific purpose, in response to the demands of a particular occasion." Illustrates how such a perspective will improve expository writing.

Recognizes five kinds of writing: addressed or rhetorical writing, semi-rhetorical writing, writing not addressed to a specific audience though concerned with questions or problems, personal response to an experience, and fictive or artistic writing. Urges teachers to become aware of specific writing goals as related to the kinds of writing assignments made.

Urges teachers to adopt the rhetorical approach to teaching writing. Discusses person, audience, subject matter, tone, and attitude as determining factors in every composition.

Suggests that the task of teachers of writing is to make students able to decide among several choices, choosing the most effective rhetoric at their command—to teach students "to weigh their words carefully for the effect upon readers."

Argues for retention of the research paper in high school English on the grounds that it is an irreplaceable means of stretching students' minds. Answers several objections.

Relates the responses of a group of writers to a questionnaire regarding the importance of teaching grammar and literature. Draws implications from this survey for English teaching: (1) grammar lessons are of questionable value; (2) the teacher has an important role; (3) reading good literature encourages writing.

Discusses the growing importance of the role of written composition in a society that is democratic, economically affluent, technologically advanced and in the midst of a cultural explosion.

Analyzes eight structures, comparing their written and spoken forms to show that there may be a large class of syntactic constructions that rarely, if ever, occur in speech. Suggests ways to teach these constructions.


Questions the necessity for direct instruction in methods of paragraph development. The authors' survey indicates that writers generally use only three methods of paragraph development.


Advocates teachers' spending more time with students who have writing ability rather than with students who do not.


Presents and illustrates the theory that the act of putting words on paper is not the recording of a discovery but the very act of exploration itself.


Urges teachers to adapt deductive logic to the teaching of composition and decries textbook misrepresentations of the deduction process.


Urges teachers to prepare assignments themselves before forcing them on students. Includes an analysis of "Pity Me Not" by Edna St. Vincent Millay.


Hypothesizes seven fundamental approaches to teaching composition: form, thematic, grammatical, processes, creative, rhetorical, and psychological. Demonstrates, by a survey of New York high schools and colleges, that actual emphases are different from ideal priorities, e.g., on form instead of psychology.


Answers the question posed by the title in the affirmative. States that speech composition is more necessary than written in today's society and that, if continued, written composition should concentrate upon teaching techniques of persuasion and propaganda rather than on form and usage.


Expresses the author's conviction that those who teach writing must first write themselves in order to understand the nature of the writing process.


States that teachers should be more concerned about effective writing, that repetition of key words, for example, is an effective means of unifying an essay in spite of its apparent inefficient redundancy.


Urges a return to visual perception as the proper point of departure in teaching composition and decries the current concentration on critical, moral, and social abstractions.


Analyzes the process a person goes through when writing anything and concludes that "he doesn't know what he is going to say until he finally manages to say it." Provides teachers with suggestions on how to respond to this situation in teaching writing.


Criticizes teachers for emphasizing the techniques of writing research papers and
recommends instead the creative potential of personal essays.

Urges the teaching of rhetoric in all of its five classical divisions—memory, delivery, invention, arrangement, and style—in order to establish critical perspective in students' reading and writing. Emphasizes invention, arrangement, and, especially, style, as rhetorical devices that engage the writer individually in his task.

See also: 294, 314, 411, 414, 431, 519.

B. Approaches and Methods

Suggests the following in teaching composition: select topics or subjects with which the students have had experience, evolve a sequential program in composition, and require that the first draft of each composition be written in class.

Discusses the author's method of teaching writing by having students determine the devices that produced certain effects in others' work and adapting these devices to their own writing.

Suggests that discussing a book with controversial overtones can be a satisfying way to teach writing technique; examines the author's success with The Devil's Advocate by Morris L. West.

Describes a successful composition assignment involving an exchange of letters between students on the East and West coasts.

Suggests having students start themes by expressing an opinion and then explaining why they hold it. Presents two samples of this "why-and-because" approach to writing.

Gives six suggestions designed to help students write better closing paragraphs; includes examples.

Urges that teachers emphasize rewriting as the basis of all good writing and discusses ways of doing it, pointing out several inherent difficulties.

Suggests teaching writing as a complex process of drawing ideas and feelings together around a controlling mood or tone.

Contains a list of seven things to avoid when making composition assignments, with illustrations of each. Also contains a list, with examples, of four types of worthwhile assignments that encourage student role-playing.

Offers an approach to teaching writing which divides certain aspects of rhetoric into a sequence of small segments. Presents the steps in the cycle, leading to improved composition writing.

Criticizes teachers for: (1) not recognizing the subject or tone, (2) stereotyped ques-
tioning, (3) assigning topic sentences, and (4) stifling creativity. Suggests a variety of theme exercises for grades 7-12.


293. Higbee, R. W. "A Speaking Approach to Composition." 53(Jun. 1964): 50-51. Describes a method requiring the student to relate his ideas for his next theme to the class before writing it, in order to profit from the critical reaction of his listeners.


295. James, Gomer. "You-Are-There-ism." 56(Jan. 1966): 83-85, 100. Describes a technique for motivating students to write well by forcing them to abandon the "student" role and adopt the point of view of a particular person who "was there" at a given time and place.

296. Judy, Stephen. "On Clock Watching and Composing." 57(Mar. 1968): 380-86. Uses two student papers to illustrate the theory that allowing students more time and guiding them through the stages of gathering and shaping material will result in better compositions.

297. Kaplan, Milton A. "Compositions: Assigned or Developed?" 58(Nov. 1969): 1194-98. States that one reason for the poor compositions that are turned in daily is that teachers assign compositions instead of teaching them. Urges a procedure in which compositions are developed in a series of lessons over a period of time.


299. Lindsay, Marilyn L. "Slow Learners: Stop, Look, and Listen Before You Write." 57(Sept. 1968): 866-69. Explains a process for teaching slow learners based on the theory that direct observation of concrete details supplies students with something to write about. Lists the behavioral objectives of this method of instruction.

300. McCampbell, James F. "Using Models for Improving Composition." 55(Sept. 1966): 772-76. Advocates the use of models of conventional organizational patterns to help students relate their ideas. Presents several illustrations of the models approach.


trating on the substance of a student's writing instead of belaboring technicalities.

Traces the history of the study of rhetoric and urges that rhetoric be approached today as the study of "affective and effective language" in relation to readers as well as hearers.

Presents ten models, each illustrating a different method of introducing a theme, to help students improve their introductions.

Presents procedures in transformational or structural grammar that contribute to the development of style in composition. Gives expansion and transformation exercises.

Recommend using skill levels, which enable the student to progress at his own pace, instead of letter grades. Identifies levels and provides samples of writing.

Criticizes teaching composition: (1) by reading great literature, (2) by analyzing professionally written essays, (3) by analyzing grammar, (4) by reconstructing other people's sentences, or (5) by taking into account teacher criticisms. Offers alternative approaches.

Discusses how magazines can be used as a key to teaching audience-directed writing. Turns student papers into "articles" aimed at the audience of specific magazines.

Elaborates on eight basic statements that contain principles crucial in motivating junior high school writers.

Discusses how students' motivation and interest in writing can be stimulated if their assignment is to "invent a town."

Discusses how magazines can be used as a key to teaching audience-directed writing. Turns student papers into "articles" aimed at the audience of specific magazines.

Encourages the study and imitation of prose models and offers several sample assignments.

Describes a method of developing writing skills among poor students by means of an analogy between rocket technology and composition. Offers ten principles of good composition based on this analogy.

From the author's experience in teaching college freshman composition, presents nine suggestions for improving secondary school composition courses for the college-bound.

Suggests a method of teaching the importance of a controlling generalization to an essay by having students write book analyses based on assigned topic sentences.

316. Stern, Adele H. "Using Films in
Recommends the use of film as a powerful motivational device and a means of teaching such elements of written composition as comparison and contrast, speaking voice, tone, and style. Contains a list of suggested films, with comments.

Describes one writing workshop for tenth grade students and suggests techniques to improve the teaching of such workshops.

Offers a list of dos and don'ts for good writing, e.g., make yourself see, use particular details, and avoid apologies.

Presents a number of ideas for composition topics that stimulate students, e.g., "I wish my parents would/wouldn't . . .", "I'd like to spend a day . . . ."

Suggests motivating students to practice writing six or seven times per week for an in-class journal by responding to short excerpts read from newspapers, magazines, books, or students' own writing.

Stresses the importance of motivating students to write and offers several thought-provoking theme topics.

Urges an approach to teaching writing that is individualized with varying assignments, stressing each student's progress.

Discusses the difficulty in teaching definitions of tone and point of view. Relates several assignments that followed the teacher's examples and finally led to the students' understanding and use of tone and point of view in writing.

C. Units, Assignments, and Courses

Praises Northwestern University Curriculum Center's Some Lessons in the Basic Processes of Composition for use of literary models, emphasis on the writing process, and looseness of organization. Offers a unit by the author, freely adapted from the Northwestern lessons.

Discusses a textbook made up entirely of student compositions, to be used as models for writing, and entitled Patterns. Notes that student and public response was enthusiastic.

Advocates a curriculum founded on the goals of communication. Describes assignments designed to individualize instruction, requiring students to write one sentence daily.

327. Blake, Robert F. "Composition Number One, or the Same Old September Song." 57(Sept. 1968): 843-45.
Describes the author's success with a writing assignment centering around fall television show premieres.

Explains step-by-step developmental pro-
cedures used in showing ninth-graders how a composition is generated.


331. Engelsman, Alan D. "A Writing Program That Teaches Writing." 56 (Mar. 1967): 417-21, 442. Offers three writing assignments as examples of the author's philosophy that composition programs are established to teach writing skills, not literary analysis.

332. Fenner, James L. "Can 'Average' Students Be Taught to Write?" 56 (May 1967): 725-35, 738. Offers lesson plans that show pupils "what to write and how to write it, where to find ideas and how to look for them, how to summon, recognize, and sort them."


334. Hach, Clarence W. "Needed: Sequences in Composition." 57 (Jan. 1968): 69-78. Describes the need for sequential programs covering kindergarten through grade twelve, and methods of individualizing such a program when established. Contains an outline of sequences for lower-average, and better-average, and honors high school students.


337. Kabatznick, Joel. "'In the Beginning.'" 59 (Oct. 1970): 956-59. Offers three writing assignments dealing with students' reactions to their return to the classroom at the beginning of a new school year.

338. Klein, Anna Lou. "Expository Writing for Amateurs." 53 (Jan. 1964): 10-22. Describes six lessons in an expository writing course which can be coordinated with a literature course: (1) explaining via illustration, (2) describing by use of detail, (3) choosing important details, (4) making a point by comparison or contrast, (5) convincing by logical argument, and (6) developing an idea by creative imagination.

339. Larson, Richard L. "Teaching the Analysis of Expository Prose." 57 (Nov. 1968): 1159-62. Contends that the neglect of expository prose in high school is a serious error which impairs students' ability to benefit from college. Contains twenty-six questions to be used by students to evaluate expository prose, and thirteen writing assignments on this type.

Presents an assignment in which students are asked to write, describing a "dystopia," the opposite of a utopia. Defends "dystopia" as a word needing lexical recognition in a conclusion, "Naming New Maps of Hell."

Defends "What I Did Last Summer" as a theme topic because of its autobiographical nature—autobiography being "an inexhaustible source of varied material best suited to training young writers."

Emphasizes the importance of sequence in teaching rhetorical structure. Illustrates a sequence for grades 7-9 based on a progression from specification to comparison to classification. Contains sample assignments.

Describes a thirty-point program that encourages all students, grade school through graduate school, to write honestly and originally about matters of concern to them. Advocates leaving all papers ungraded until the end of the semester.

Presents a guide for teaching writing, and sample writing assignments for grades 8-12.

Suggests a week-by-week program for presenting and teaching the methodology of the research paper in high school.

Describes a pilot project that applied recent audio-lingual techniques, developed in the teaching of foreign languages, to the teaching of writing.

Describes a plan for teaching a five-paragraph essay "that can be expanded or contracted and applied to almost any kind of exposition or argumentation." Discusses ways to teach the introduction, body, and conclusion.

Shares a composition assignment based on Lewis Carroll's poem. Presents excerpts from students' papers, including a complete composition, "The Misery Dane."

Offers a lesson on Anne Frank's The Diary of a Young Girl which integrates the pupil's experiences in reading, writing, and reasoning. Contains specific objectives, instructional materials, teacher's references, procedures and activities, and a handout.

Describes a writing exercise consisting of a student's one-page description of an unfamiliar object and second student's drawing of this object from the written description.

Describes a writing lesson the author taught which involved a great deal of preparation and reteaching of material.

Presents a four-year accumulative grade-by-grade course of study on both the technical and intellectual aspects of writing a research paper.
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Presents a cumulative course of study for junior and senior high school, providing students with the skills and techniques that are necessary in writing effective personal narratives.


Describes a program in Indianapolis schools based on the premise that a person must "write with his ear, hear what he is writing." Explains the oral-aural-visual project's use of student and class tape recorders, transparency-making machines, and overhead projectors as an approach to the teaching of composition.


Relates the development of the Advanced Placement Program, and reports on the AP candidates' performance on essay examinations. Advocates and describes "depth teaching" as presented in English Language Arts for the Superior Student; includes sample writing assignments. Lists recommendations to guide planning for AP English courses.


Discusses the techniques and methods of a pilot study which used the oral-aural-visual approach to help students increase their awareness of their writing and speaking problems.


Details a five-step revision program that offers a tightly knit, structured, systematized method that is applicable to the teaching of composition.

See also: 181, 182, 282, 289, 312, 406.

D. Creative Writing


Describes a unit in which students learn the techniques of poetry by writing song lyrics.


Describes a writing assignment that arose from student comments: to develop assigned topics to the accompaniment of appropriate music.


Describes a poetry-writing exercise which followed a reading of Edgar Lee Masters's Spoon River Anthology wherein students were asked to write their own epitaphs after having been assigned various deaths.


Maintains that a relaxed classroom atmosphere, constructive criticisms, and writing exercises are necessary for developing writing skills and fostering creativity. Lists and describes eighteen devices students can use to stimulate creativity and good writing.


Announces the materials dealing with creative writing at the secondary level that have been processed by ERIC and are available from the ERIC Document Reproduction Service. Suggests how an understanding of the ERIC method of abstracting and indexing can facilitate access to and comprehension of the documents.


Discusses the need to teach creative expression, four conditions that facilitate creative expression, and the success of creative ex-
pression in Great Britain over the last decade. Offers several student compositions as illustrations.

Discusses the obstacles to creative writing in high school and proposes an approach in which students write stories by transposing artistic material from such sources as myths, parables, lyric and narrative poetry, epigrams, and visual art.

Maintains that careful training of the five senses fosters improved descriptive writing. Relates activities for training the senses, with corresponding writing assignments.

Recommends teaching students to communicate their experiences through poetry, contending that writing poetry develops an appreciation for reading poetry. Describes the teaching steps.

Deciphers a fragmented, synthetic approach to short-story writing. Describes three approaches, their problems, and results; endorses the approach that teaches students techniques in constructing stories and that requires autobiographical content. Lists stories studied.

Lists various understandings necessary to teach creative writing, among them: realization that (1) creativity is not taught, but inspired; (2) creativity is not reserved for the gifted; (3) creativity is based on the individual’s experiences.

States that student attempts to write poetry, if properly directed, can lead to an awareness and understanding of poetry. Describes a program for encouraging students’ efforts.

Urges the teaching of creative writing in the secondary school as a discipline requiring the study of levels of usage and the imitation of models.

Advise teachers to encourage students’ individuality by stimulating them to write from their subjective perceptions of personal experience rather than imitation of approved models.

Suggests the following in creating students’ interest in poetry: (1) expose them to poetry gradually; (2) begin writing poetry as a class concentration; and (3) present some form through which ideas will flow, e.g., word cinquain and Japanese haiku. Defines six forms and presents student poetry to illustrate each.

Recounts motivating techniques and teaching methods used in helping junior high students write verse.

Describes a program to make students aware of the compositional aspects of fiction by giving each student the essentials of a story and then directing him to write it, thereby involving him in the creative process.

Presents the author's experiences in encouraging his emotionally handicapped students to write creative poetry and prose. Several student-written examples.

Warns against inappropriate subject matter, worn phrases, outdated rhymes and rhythms, and sentimental ramblings.

Presents a method of stimulating student interest in creative story writing by using pictures from The Family of Man, edited by Edward Streichen. Contains a sample story based on one of the pictures.

Presents four sets of exercises dealing with four aspects of poetry: sound, multiple meaning, metaphor, and form. Maintains that such exercises attune student ears to poetic language. List of selected readings.

Discusses the author's success with a writing assignment having "no specifications, boundaries, restrictions, taboos, or expectations." Offers a number of sample poems that resulted.

Describes a class assignment: to write a sonnet expressing the feelings of one character in The Scarlet Letter. Gives three sample sonnets that resulted.

Lists step-by-step procedures used successfully by four different English teachers in separate schools in helping students to write, understand, and enjoy poetry.

Describes an exercise in reading and writing poetry which can provide slower high school juniors and seniors with a "rare sense of accomplishment."

Suggests the creation of poetry based on the cumulative sentence as one means of encouraging students to use the ideas of generative rhetoric while avoiding fatigue and "the correctness syndrome."

Relates specific techniques used in creative writing class to foster purposeful poetry writing: field trips, records, paintings, books, haiku. Includes samples of student writing.

Outlines a program for a short-story workshop based on an analysis of tendencies of young writers and their literary environment. Suggests techniques for developing students' fiction writing potential.

Urges that students first be stimulated to create good literature, based on their own feelings and perceptions, then that they be exposed to that literature "we teachers have called great." Gives samples of student writing.

See also: 613.

E. Journalism

Proposes that television classes replace journalism and speech classes, and that TV
journalism replace high school newspaper journalism.

Elaborates on the four characteristics that place school newspapers among the best. Good newspapers are always attractive, well written, creative, and influential.

Introduces teachers of journalism to the summer seminars and workshops of The Newspaper Fund, Inc.

Offers five journalism exercises to be done with the daily newspaper as model and guide.

Argues that an increased awareness of the principles of journalism in the English classroom is critically important, relevant to the study of literature and in developing writing and reading skills. Traces some relationships between the novel and newspaper journalism.

Describes a set of overhead projector slides used for instruction in a journalism unit, and factors involved in publishing one issue of a class newspaper.

Explains how making all student newspaper staff positions voluntary creates student enthusiasm for publishing a weekly newspaper in a small school.

Describes a plan the author used to save a dying school newspaper by having the school's twenty English sections put out one issue each during the year. Lists five advantages of the plan.

Describes the author's successful assignment for her journalism class: make notebooks consisting primarily of illustrations.

Discusses efforts to upgrade teacher preparation in journalism and to motivate student interest in this profession.

Points out three reasons for teaching journalism units that would include not only the traditional newspaper unit, but also units on magazines, television, and radio. Lists student projects.

Gives some advantages of publishing in local newspapers and magazines. Provides a six-item checklist of hints for getting started in local sources.

F. Writing Conventions

States that the cumbrous and obsolete orthography of English rather than deficiencies in Johnny or in his teacher is the chief reason he can not spell.

Presents a technique for teaching spelling
to persistently and conspicuously poor spellers by using a tape recorder.


Attacks the claim that English spelling is irregular. Demonstrates that most phonetic variations in English are predictable by general rule. Provides five implications for the teaching of spelling.


Maintains that spelling is a personal problem and that individual spelling lists should be developed according to student needs and interests, starting with names of occupations, then hobbies, then school subjects, and so on.


Offers a means of determining where to place the internal punctuation of a sentence by application of a few phonological rules.


Presents a method of encouraging pride in proper manuscript form by discussing with students the Society for the Prevention of Blindness among Teachers of English.


Proposes and defends a phonologically based hyphenation system to eliminate confusion; a compound containing a plus-juncture between uneven stresses should be hyphenated.


Offers nine specific procedures for students to follow in proofreading. Suggests a program in which students are asked to proofread the compositions of their teachers and fellow classmates as well as their own.


Suggests three manuscript rules to make theme reading and grading easier.


Illustrates the difficulties and inconsistencies in rules for use of the apostrophe and argues for its abolition.


Describes a "short course in spelling" consisting of fifteen generalizations about spelling which are placed in teachers' boxes on successive days.


 Attacks prescriptive orthography, stating that many supposedly misspelled words which are found in lists of Spelling Demons are also found in major dictionaries as acceptable spellings.


Narrates the "military history" of the conflict over the use of the initial conjunctions and but.


Makes a defense of sentence fragments written in sentence fragments.


Gives fifteen arguments against spelling reform. Maintains that real reform only occurs gradually and with the removal of emphasis on the fixed "correct" spelling.


Presents supportive evidence for beginning sentences with coordinate conjunctions. Sug-
gests reasons why initial conjunctions have been avoided.

Discusses the nature and causes of some spelling difficulties and predicts that they will continue until a new orthography is developed, based on a phonetic alphabet.

Argues that students should footnote at the bottom of a page rather than endnote at a paper's conclusion.

Argues that traditional grammar is more effective in teaching punctuation and style in writing than is structural linguistics. Presents examples of sentences and passages for teaching writing, using the traditional grammar approach. See also item 959.

See also: 18, 953, 959, 1008.

G. Evaluation

Describes a study that found that frequent writing or intensive evaluation or both are no more effective than infrequent writing and moderate evaluation, regardless of ability level.

Presents a method of correcting compositions with a Composition Corrector, a recording device that enables the teacher to give more detailed comments in less time, for later playback by the student.

Gives specific recommendations for a three-level method of evaluation based on the principle that self-involvement and disciplined independent thinking are essential to improvement.

Offers specific suggestions for evaluating writing in order to save time and promote better writing: e.g., grouping within the class, peer evaluation, individual conferences, team teaching.

Lists and summarizes eleven selected research studies on composition evaluation which are available through the ERIC system.

Poses two questions: (1) How much growth in writing ability occurs in each year of your program? (2) What are more reliable measurements of aspects of growth in writing? Offers a detailed account of ways to answer each question and gives tables of the results in sample schools.

Describes the organization, objectives, and evaluation of a lay-corrector program in a composition course that supplements the regular English class.

Introduces a plan that utilizes student theme checking groups and the overhead projector to teach and evaluate themes. Describes the procedures and advantages in this classroom workshop.


Presents the benefits of using a tape recorder after marking mechanical errors, to record criticisms and suggestions about student papers.


Provides an approach to teaching paragraph writing based on students' evaluations of fellow-students' themes.


Favors marginal symbols along with specific, pointed, and constructive comments referring both to particular passages and to the entire paper; also clarifies the function of an overall comment on a composition.


Suggests returning student themes unmarked after a two-week "cooling period" during which examples of expository writing are studied, and recommends having students "red pencil" and revise their own work.


Presents a study that finds the standard criteria inferior for judging maturity in writing and that discovers and defines a new index—"minimal terminable unit" (T-unit)—for indicating maturity of writing. Table.


Urges teachers to write comments that help students recognize their writing weaknesses so that they will avoid them on future papers. Contains examples of perceptive comments.


Reviews the merits of employing frequent conference periods to help students discover and remedy their writing difficulties.


Recommends a plan for releasing one experienced teacher to work exclusively with other teachers and their classes for improving composition instruction and theme evaluation.


Presents a journalism syllabus divided into thirty-four different areas for teachers who are planning journalism courses.


Enumerates several factors that cloud teachers' evaluations of their students' essays, discusses how teachers can evaluate their own grading technique, and urges the development of more explicit evaluation criteria.


Establishes requirements which the writing of nonacademic students should meet and provides an evaluating system by which to measure the student's level of accomplishment. Gives several sample themes and their evaluations.


Describes an experiment that allowed senior
honor students to grade the themes of a junior educational television class; concludes that both classes benefited from the project.


Presents the author's method of evaluating student papers according to the voice of the writer as seen in the paper. Includes examples: one by a student, two by the author.


Explains some causes of vagueness in student papers by pointing out the ambiguity inherent in the structure of sentences such as: She abhors scratching dogs.


States that limiting teacher aides to being mere correctors wastes valuable interest in and evaluation of student ideas and expression. Illustrates this with an aide's comment on a paper dealing with Hamlet's get-thee-to-a-nunnery speech.


Discusses writing assigned as "busy work," total evaluation of compositions, and late or neglected return of corrected themes as factors contributing to poor writing. Cites classroom studies that show the positive effects of focusing on immediately obtainable writing objectives.


Describes an assignment that requires all students to grade five mimeographed student themes of varying quality in order to teach the standards of good composition.


Urges teachers to use metaphors, similes, and symbolism in their corrective comments on student papers.


Presents a "decalogue of do's and don'ts" on reading and evaluating student papers.


Describes a system for coordinating the activities of the lay reader and the classroom teacher and increasing the reader's awareness of each student's progress.

See also: 159, 306, 407.

Reading

A. Research*


Cites research which exposes a wide range in the readability level of literature anthologies. Discusses the characteristics of the textbooks and the measures used to assess readability. Includes a chart which ranks sixty-six anthologies according to verbal and mechanical complexity. Concludes that a multitext approach is needed.


*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Reports on twenty-eight studies relating to the wide range of teaching materials available to teachers, research findings in the area of materials, and ways of making use of materials. Concludes with a bibliography of twenty-eight items.


Presents a nontechnical account of ways in which teachers of reading can find out about the progress and difficulties of their students. Directs attention to problems and issues in the evaluation of growth in reading that have been neglected by research. Ten-item bibliography.


Reviews research answering two kinds of questions: What are secondary schools doing about reading instruction? And how effective are these reading programs? Considers developmental reading classes, remedial or corrective programs, and teacher education. Concludes with a bibliography of eighty-eight items.


Answers three questions: What is "English"? What is the reading component of "English"? What constitutes the preparation for teaching the reading component of "English"? Contains a list of thirty-one references.


Underscores the need for promoting reading as a common denominator of the high school curriculum. Discusses personal factors affecting reading, the correlation between reading and school success, and reading for the disadvantaged, the slow learner, and the gifted. Contains a list of sixty-five references.


Reports on a study using cloze techniques to measure the contribution of different grammatical classes of words to meaning, with the objective of discovering ways to improve reading. Comments on findings indicating that deletion of nouns, specific verbs, or modifiers leads to a decrease in comprehension, and that deletion of function words relates to gains in comprehension. Table.


Reports research on nine activities in the reading process: word recognition, analysis of sentence structure, evaluation and interpretation of ideas, use of ideas, and determination of word meanings, sentence meanings, sentence functions, meanings of larger units of composition, and function of larger units of composition. Lists seventy-three references.


Reports on twenty-five studies which conclude that what is required is a "total approach to reading" through integrating the best materials, methods, organizational plans, and inservice education. Provides lists of selected readings and books for the content-area teacher, plus a bibliography.


Reports findings in the following five areas: the nature of reading interests, the nature of response to literature, the effects of reading on the individual, factors involved in taste and appreciation, and the effects of...
Bibliography lists seventy-six references.


Reviews two studies concerned with the processes in reading poetry and short stories. Describes Rogers's study which examined individual differences in interpretive responses of low-, average-, and high-ability students in reading a short story. Concludes that the reading process must be understood if reading instruction is to be effective.

B. Methods of Teaching Reading


Makes a plea for increased concentration on reading in the high school curriculum, not only for below average students, but for average and honors students as well.


Illustrates a technique for giving assistance to junior high school readers of literature by identifying several specific reading skills and relating those skills to specific literary selections. Recommends emphasizing the oral reading instructional technique.


Applies the principles of semantics to the teaching of reading. Describes the mature reader and a program designed to foster his development.


Urges the teaching of semantics for those concerned with improving student reading skill. Uses an article entitled "Teen-Age Corruption" as a demonstration model.


Presents a "Declaration of Independence" for teachers of reading.


Points out the need for more realistic sequential development of students' basic reading skills before proceeding to more complex literary analysis.


Encourages teachers to help their students view the reading of literature as a creative act, a participation, a personal experience.


Presents a plan for helping students practice the reading skill of skimming. Suggests that the best practice assembles varied, interesting materials (e.g., from Reader's Digest), works with rigorous time limits, and diagnoses difficulties rapidly.


Reveals some techniques of motivating students to read, e.g., opinion questionnaires, personal conferences, personal interviews, and student-body reading polls.


Decries book reports; recommends instead that students be freed to react, in any medium they feel is appropriate, to books they have read.


Maintains that a sense of achievement which is necessary for further language develop-
ment can be fostered in retarded students by using a student literary magazine as a source for reading, writing, and motivation.


Discusses the author's enjoyment of her summer reading, including such books as Graham Billings's Forbush and the Penguins, Elinor Parker's The Singing and the Gold, and Mark Twain's The Mysterious Stranger.


Presents a list of easy-to-read books for reluctant readers and labels them as transitional, of adult interest, or for the more mature student.


Objects to compulsory summer reading programs as resulting in an attitude of negativism among those compelled to read. Instead, encourages the motivation of students to read on their own. Describes the author's own summer reading.


A student soliloquy which criticizes the English Journal article (January 1965; annotated in item 987) "Hot Rod Magazines: A Harmless Diversion?" by Eleanor M. Robinson, and which defends students' reading material.


Suggests that junior novels have their place in a junior high curriculum built around a threefold approach to reading which includes browsing; free, individualized reading; and the in-class study of selected works.


In an attempt to close the gap between middle-class English teachers and culturally different students, and in order to promote more reading, suggests allowing students to choose books with which they can identify. Relates classroom anecdotes.


Discusses solutions to the three main difficulties involved in improving the reading taste of students: arousing students' desires to read, guiding students in the selection of books, and building the habit of choosing worthwhile literature.

See also: 731, 860.

D. Programs and Courses


Describes a six-week program that allows students to choose and read the books they like best. Contains a number of favorable student responses to the program.


Outlines a program for teaching nonreaders and poor readers; includes suggestions for motivating students and for acquiring essential teaching material.


Describes and endorses an individualized reading course. Tells of reading patterns that develop and discusses book choices. Lists its code of procedures.


Describes a program (club) designed to promote more critical reading of quality
literature outside of class; relates problems and advantages.


Presents twenty-one students’ favorable comments upon completion of an individualized reading course.


Describes the author’s method of using reading conferences and class discussions in an outside reading program on American literature.


Describes a reading program designed to give unmotivated students a variety of suggested reading materials, with essay questions, created for particular pieces of literature, and a “bargain basement” atmosphere on reading days.


Describes a project implemented in a junior high school to increase English teachers’ professional confidence about teaching reading skills by engaging English teachers and a reading specialist in an all-school reading program.


Describes a program that instills a love for books in slow readers by giving them access to a paperback library and grading them solely on the number of pages they read. Contains a booklist and sample questions for oral testing purposes.


Describes a program for poor readers which uses newspapers, magazines, paperback books, records, and tape recordings to help students learn to enjoy reading.


Describes a high school “Reading in Depth” volunteer program which met one evening a month to discuss a book which students selected.


Discusses the author’s success in assigning in-class book reports on single literary concepts—e.g., theme, point of view. Offers a format for writing reports on the point of view of a work of literature.


Describes a program to entice the nonreader or recalcitrant reader into an acquaintance with the printed page. Contains a list of appropriate books.

See also: 908, 909.

Literature

A. The Study of Literature: Theory and Criticism*


Endorses teaching a cyclical theory of literary modes in which literature is divided into eras according to the type of hero represented, to promote an understanding of

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
literary history. Presents a spiral modification of Frye's theory proposed by students. Diagrams.


Decries moralistic teaching of literature in English classes when it leads to the neglect of treating literature as a work of art.


Encourages reviving the study of heroes (e.g., Beowulf and Robin Hood) by considering them as reflections of the cultures from which they came.


Encourages children’s books to offer children models on which to build their ideals of heroism.


Points out some ways computers can be used for the kind of nonmathematical tasks in which English teachers would be interested. Illustrates with a word-frequency count of The Adventures of Huckleberry Finn which characterizes Huck in much the same way as traditional literary analysis does.


Views the teacher as a guide who, by selecting elements of literature for emphasis and carefully planning assignments, helps students make their own discoveries. Offers suggestions concerning assignments and use of secondary sources.


Cites evidence in works of literature and literary theory to support the assumptions that: (1) the sciences provide foundations for restructuring literary forms; (2) historical precedence reveals a bond between science and English; (3) there is a movement toward interdisciplinary scholarship.


Assumes that the two most common reasons for teaching literature are for the "inexhaustible delight" it can bring and for the understanding of self and others that it makes possible. To achieve these goals the author urges teachers to be aware of the reading abilities and interests of their students.


Analyzes "Little Red Ridinghood," questioning its credibility. (A lampoon subtitled "What in the World Did the Wolf Want?")


Describes the evolution of five current literary modes: the literature of insight, fantasy, testing, fact, and suspense.


Condemns teaching a chronological survey of literature in a limited amount of time with the emphasis on scope and sequence rather than on process and structure. Urges teaching for concept development based on thematic strands in literature. Discusses four general principles for developing concepts in the literature course.


Uses passages from several prose works to demonstrate that a study of style is necessary to fully understand and appreciate these works.


Defines literature as the structured embodiment of the imagination in language, and
the literary experience as "a way of knowing," an imaginative experience. Urges teachers to engage their students' emotions in literature and thereby help them gain an expanded, deepened awareness of the human condition.

Illustrates the theory that we should develop an appreciation for the devices of language manipulation which a writer may employ with an analysis of such devices in Hemingway’s *The Old Man and the Sea* and Steinbeck’s *The Pearl*.

Discusses the impact of mass media on the English classroom. Referring to Marshall McLuhan (the gadfly), encourages English teachers to make literature the depth experience that television is. Discourages teachers present fixation on content (the dinosaur).

A survey of 2,600 book titles demonstrating the influence of Shakespeare on other authors. Lists titles that were borrowed from *Hamlet*, *Macbeth*, and *Julius Caesar*.

Describes the mutual concerns of psychology and literature in four categories: the psychology of the writer, the psychology of the creative process, the study of behavior described in literary works, and responses to literature. Urges the use of psychology in the study of literature.

Presents a defense of national Irish literature and a number of source books and records that are especially helpful when teaching Irish poetry, drama, biography, and fiction.

Traces the origin of the crisis, and notes the images of despair surrounding the modern human condition. Outlines the response of literature by referring to famous works from Tennyson to Hemingway and Faulkner. Points out five categories of response to the crisis of belief.

Defines the structure of literature by summarizing comments about it by such authorities as Jerome Bruner, James Reid, Helen White, Suzanne Langer, George Wyckoff, Louise Rosenblatt, Paul Goodman, and others.

Argues that the study of the mimetic literature of the past is irrelevant in today's schools. Urges teachers to concentrate on the literature of the preceding twenty-five years and to study popular novels, magazines, music, television shows, and movies.

Relates a dialogue which took place in a ninth grade English class in order to illustrate the students' dislike for "phoney" literature. Criticizes "phoney" textbooks that are unrealistic and lack relevancy for disadvantaged youth. Suggests class-prepared lessons and experience charts; includes sample lessons.

See also: 251, 696, 842, 928.

B. The Teaching of Literature: Theory and Methods

Note: For further discussion on ways of motivating students to read, see "READING: Reading Interests," items 467-475.

511. Aldrich, Pearl. "A New Method of
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<td>Introduces criteria to assist students in distinguishing serious from superficial writing; avoids value judgments of good and bad.</td>
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<td>Asserts that students are in danger of being numbed into indifference through overexposure to relevant books and articles, while irrelevant works which appear remote, strange, and inapplicable may turn out to have the closest relevance.</td>
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<td>Presents several ways of using cartoons to stimulate discussions of satire, symbolism, and caricature, and suggests using them as the basis for full-length themes.</td>
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<td>Offers suggestions on teaching literature in six general areas, including motivation, choice of materials to be taught, and homework assignment length.</td>
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<td>Analyzes the interests and capacities of students in regard to literature at all stages of their development. Concludes that the literature presented to students must relate to their lives and values in order to inspire their effort and attention.</td>
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<td>Opposes the close reading of prestige works unrelated to the experimental and linguistic sophistication of their readers. Instead, encourages a coherent, humanistic literature program which stresses: (1) making materials and activities relevant, (2) varying materials and activities, (3) making applications to &quot;real-life&quot; situations, (4) accepting students' present level of achievement.</td>
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<td>Stresses the importance of analyzing literary allusions; provides a sample analysis of allusions in Bronte's <em>Jane Eyre</em>.</td>
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<td>Contains abstracts of the documents in the ERIC system that are most relevant to literary analysis at the secondary school level.</td>
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<td>Discusses the importance of student motivation and involvement in composition and literature. Urges teachers to take the time to individualize their approach in order to stimulate this involvement.</td>
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<td>Outlines a detailed approach including a complete assignment used in helping students to review nonfiction critically.</td>
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<td>Advocates a method of teaching style based on an analysis of short excerpts from works of contrasting styles. Uses Irving and Hemingway as examples.</td>
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<td>Describes and evaluates commercially prepared study guides to determine their effect on students and to recommend ways in which teachers can deal with them. Contains comparative analysis of selected guides by Cliffs' Notes, Monarch Notes, and Bar Notes.</td>
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| 523. Henry, George H. | "Teaching Litera- |
Employs the "new" logic in developing procedures for teaching literature. Urges teachers to create units based on student discovery and structuring of concepts, and uses a unit on the concept of "nature" as an example. Four charts.

Suggests that one primary classroom goal is to create an atmosphere that bridges the teen-ager's real world with the imaginary world of literature. Identifies songs, poetry, fiction, and drama that have both relevancy and "pizzazz."

Notes thematic similarities between various TV shows and works of literature and indicates how such similarities can stimulate student interest in literature.

Describes a process linking linguistics to literary criticism which proves the usefulness of grammar and improves student comprehension of literature. Demonstrates the process with E. E. Cummings's "anyone lived in a pretty how town" and D. H. Lawrence's "The Blind Man."

Advocates studying a broad selection of literary works in order to help students acquire all communication skills, and describes how literary criticism of "Richard Cory" and several other works was used in class to heighten student understanding and appreciation of literature.

Urges teaching literary analysis only as one of several approaches to literature, only to students in college divisions, only in grades eleven and twelve, and only four or five times a year.

Suggests using the spirit of Piaget's theories to train students to perceive literature in terms of structured relationships.

Presents literature as a means of helping students examine life. Urges that literature be taught with central emphasis upon its personal, social, and ethical insights. Indicates ways to achieve this sort of involvement.

Defines literature as the structured embodiment of the imagination in language, and the literary experience as "a way of knowing"—an imaginative experience. Urges teachers to engage the emotions of their students in literature and thereby help them gain an expanded, deepened awareness of the human condition.

Describes a game students can play in which they discover the meanings of the characters' names in a novel, poem, play, or short story about to be studied, and from this meaning predict the future of the characters.

Endorses a program that was designed for qualitative study of relatively few works rather than an accelerated course requiring extensive reading.

ANOTATED INDEX TO THE ENGLISH JOURNAL

Analyzes the nature of the reading process and of the literary response; discusses the implications of such analysis for the teaching of literature.


537. Simmons, John S. "Teaching Levels of Literary Understanding." 54 (Feb. 1965): 101-7, 129. Recognizes the need for extending and developing the student's ability to read and appreciate imaginative literature, calling special attention to the problems in reading drama, poetry, and prose fiction.


540. Walker, Jury L. "Fostering Literary Appreciation in Junior High School." 55 (Dec. 1966): 1155-59, 1226. Inveighs against the teaching of literature based on "levels of literary appreciation." Encourages teachers to let students read and delight in works geared to their age levels.

541. Wragg, Otis O. "A Functional Approach to Literary Criticism." 54 (Dec. 1965): 801-5. Describes a method for studying literature which is based on inductive reasoning and discovery and which requires a close examination of primary metaphors in order to ascertain the major concept of the novel. Illustrates this method by analyzing the metaphors in Koestler's Darkness at Noon.

See also: 132, 303, 463, 464, 467, 550, 553, 594, 1023.

C. Units and Courses

Note: For more suggestions on reading programs, see "READING: Programs and Courses," items 476-488.


544. Dyer, Prudence. "An Expression, a Possession, and a Dream." 53 (Sept. 1964): 442-44. Presents the objectives of a six-year literature program which culminates in a western literature seminar for college-bound seniors; gives titles of books which correspond to basic themes studied in the various grades.
Describes a literature program for non-academic students that allows each student to progress at his own rate toward realizable goals. Contains a list of easy-to-read fiction suitable for adolescents.

Describes a ten-week elective course that considers three categories of literary characters: the mediocre, the nearly great, and the great or uncommon man. Contains a reading list, writing assignments, and a list of supplementary readings.

Presents a unit on Poe that focused on the unique characteristics of his writing.

Discusses teaching a unit on the absurd hero in fiction to nineteen hand-picked sophomores of exceptional ability.

Advocates a meaningful curriculum focused on (1) man's physical, social, and cultural environments in literature, (2) levels of meaning—plot, tone, symbol, archetype—and (3) form and genre. Cites well-known works in order to illustrate these points.

Describes a unit on the study of proverbs as instrumental to students' deriving deeper meaning from literature, based on the notion that "the psychological basis upon which an appreciation of the proverb rests is the ability to reason from the concrete to the abstract."

Describes a high school program based on the Junior Great Books Readings and encourages Great Books programs as replacements for the "pedestrian literature and ersatz classics" that are so carefully selected as being suitable for students from disadvantaged homes.

Describes a "secondary school version of the college lecture-seminar program" which employs team teachers specializing in the novel, the essay, the short story, poetry, and the theater.

Discusses ways of attaining seven specific teaching objectives through the study of folklore in secondary school.

Asserts the appeal of science fiction and explains how to develop a science fiction unit. Lists unit objectives, presents criteria for book selection, and includes a reading ladder.

Discusses the theory of sequential literature study, evaluates existing curricula, and shows how the Oregon Curriculum in literature is moving closer to the ideal sequential literature program.

Describes a great books course for gifted students which was inaugurated by the author, discussing some techniques it employed and some of the reasons for its success.
Suggests that courses for the average student utilize works "intelligible, enjoyable, and significant" to the student, and that the courses be organized around the themes of the literature studied. Establishes criteria and briefly describes a course following these criteria.

Endorses a summer literature study program based on the next year's curriculum for grades 8-12; gives examples of texts and assignments.

Reveals how including recordings of "avant-rock" music with literature led to a thematic unit on "dropping out."

Gives a program intended to bring "a sense of immediacy" to the English class. Contains a list of suggested contemporary readings in poetry and prose.

Presents an outline and discussion of a course to be divided into three parts—pariah, lovers, and heroes—in which films, short stories, photographs, paintings, and plays are used to increase students' capacities to see, "to imagine what might be," thereby enriching their potential for perception and enjoyment.

Presents the authors' syllabus for a twelve-week block program in American literature. Identifies literature and writing assignments.

Describes a lesson to foster critical thinking about prejudice and to stimulate interest in books concerned with discrimination.

Describes a ninth grade unit dealing with the crisis in our cities which occupied fifteen school days and included panel discussions and a short skit.

Describes a ninth grade unit dealing with such utopian works as Looking Backward, 1884, and Walden Two. Contains both a primary and a supplementary reading list.

Describes an unplanned, open-ended course covering Chaucer and Shakespeare.

Discusses various activities, including a week-long Old World's Fair, which encourages students' interest in the folklore of their ancestors. Describes the students' enthusiasm for the writing and reading which can result.

Illustrates the thematic teaching of literature by comparing the themes in Walden, "Civil Disobedience," The Adventures of Huckleberry Finn, Arrowsmith, and The Catcher in the Rye.

See also: 153, 181, 182, 507, 510, 523, 737, 880.

D. Poetry

1. Approaches: Method and Theory

569. Ackerman, Margaret B. "Why I Don't
Teach Poetry.” 57(Oct. 1968): 999-1001. Maintains that “poetry as a genre is too comprehensive, too indefinable, and too abstract to teach.” Recommends exposing students to poems by introducing them with the study of other genres of similar theme.


573. Burack, Boris. “Vice, Context, and a Chain Reaction.” 55(Oct. 1966): 878-79. Presents a six-stanza nonsense poem and suggests that the analysis of such a work is a good way to provoke a lively class discussion of Lewis Carroll et al.


575. Christ, Henry I. “The Gateless Gate to Poetry.” 57(Oct. 1968): 995-98. Suggests introducing a poetry unit with haiku to broaden students’ experiences and “turn them on” to poetry.


579. Dellone, Louise F. “‘Link’ Is the Thing.” 57(May 1968): 659-60. Describes an introduction to poetry that uses a vocal and instrumental recording of Lewis Carroll’s “jabberwocky” as a “link” to teaching the elements of poetry.


582. Eberhard, Edward C. “‘An Upside-Down Thing’.” 56(Nov. 1969): 1192-93. Describes the author’s experience in giving his class one of his own poems, “Bodysurfing,” to analyze, in order to convey to them his excitement with poetry.

E. E. Cummings's "in Just—" (in Cummings's form and in the conventional four-line stanza form) to illustrate his method.


Describes a nine-week, nongraded, elective high school course based on the study of modern poetry and rock music. Contains short lists of resources in rock music, contemporary poetry, and poetry records.


Explains how the study of linguistics can become integral to the teaching of poetry.


Suggests that students write précis of a few of Shakespeare's sonnets as a preparation for the study of his dramatic works.


Argues that, while the teacher cannot influence his students' taste or appreciation of poetry, he can and should teach his students how to analyze and judge a poem.


Advocates the teaching of antiwar poetry for its relevance to today's youth. Cites several examples.


Offers abstracts of twenty documents, available through the ERIC Document Reproduction Service, which are relevant to the teaching of poetry in secondary schools.


Endeavors to teach poetry, imagery, metaphor, and symbolism by focusing on students' common experiences and "everyday" language.


Discusses students who seek simple answers and poetry that fosters questions and probes the creative imagination. Uses Frost's "Carpe Diem" to arouse students to further questioning and to make them aware of the continual search for truth.


Uses the first two lines of Carl Sandburg's "Fog" to illustrate a method of teaching poetry which, by substitution, shows students the care a poet uses in selecting rhythms, words, figures, and sounds.


Urges teachers to approach poetry by totally involving their students in the poetic experience and by relying on students' independent thinking rather than on set teaching formulas.


Assesses students' illogical statements in analyzing poetry, and classifies these under nine categories in order to illustrate to students the kind of faulty reasoning that leads to unfounded explication.


Defines denotation and connotation as a way of helping students find the significance of a poem.


Presents a means of stimulating interest in poetry by scanning the first line of a popular song.


Urges teachers to reinstate the teaching of scansion in their curricula, arguing that the
abandonment of scansion has resulted in an inability to fully understand the poetic art.

Explains the PEGASUS program which was developed at the Poetry Center of San Francisco State College to make contemporary poetry a real experience for teachers and students by arranging "a meeting of poetry, the poet, and the audience."

Comments on the impossibility and disastrous results of "teaching" poetry.

Examines the meaning and role of myth in literature, with particular reference to the "Christian myth" and the works of Joyce, Hemingway, Faulkner, Yeats, and Blake.

Illustrates three types of irony in war literature—situational, verbal, and character—by analyzing Hemingway's "Old Man at the Bridge," Sherwood's Idiot's Delight, and Crane's "War Is Kind."

Explains how to use several color transparencies to create student interest in and understanding of the sonnet form.

Offers a chronological list of poems that have been set to music and a bibliography of albums by periods.

Describes students' enthusiastic response to Whitman's poetry because of its relevancy to their lives. Explains how student-directed small-group work created meaningful interaction between poet and students.

Urges the use of concrete poetry, in all three of its forms: "general," "found," and "A-B-C" poems, to involve students in the poetic process. Contains a number of examples and a list of selected readings.

Describes an "unorthodox" approach to the teaching of poetry, based on the poetic analysis of students' favorite songs.

Proposes a method of teaching poetry that promotes student understanding of the relationship of content and form, and ultimately leads to questions concerning the basic concepts of life. Analyzes some haiku, a passage from Randall Jarrell's The Bat-Poet, and "The Hag" in order to illustrate this method.

Describes success in having students find and interpret mythological allusions found in a poem written by the instructor for that purpose. Includes the poem.

Recommends having students suggest ways to read ballads after they have been introduced by the teacher; suggests ballads for use in grades five through eight.

Describes a method of combating student antipathy toward poetry by a class discussion of three of Don Marquis's poems about a cockroach named Archy.
Robinson, Bruce. "Beowulf's English." 55(Feb. 1966): 180-81, 188. Encourages the teaching of Beowulf in seventh and eighth grade as a way to give the students an understanding of how language works and to prepare them for other poetry.


Steinberg, Erwin R. "Toward a Definition of Poetry." 56(Sept. 1967): 834-41. Presents a lesson plan that provides students with an operational definition of poetry. Concludes that a formal definition is probably not possible.


Westerman, Toby, and Bryan N. Gooch. "Basic Competencies for Teaching Poetry." 59(Apr. 1970): 517-19, 608. Suggests that a mastery of pitch, grooming, posture, lighting, and eye-glaze (and eye-roll) is necessary before "instructional managers" (teachers) can "consistently modify student behaviors." A satire.

See also: 7, 32, 358, 366, 369, 381, 457, 892, 966, 1022.

2. Analysis: Specific Poems and Poets

Norm: For quick access to a specific title or author, consult the "Literary Works and Their Authors" index.


Busha, Virginia. "Poetry in the Class-

Explicates John Updike's poem of the failure of one young man to fulfill his potentiality and suggests its relevance in today's classrooms.


Analyzes Meredith's sonnet "The Illiterate," and relates students' responses to it.


Explicates E. E. Cummings's "what if a much of a which of a wind" and discusses its appropriateness to every student, freshman through senior.


Describes a lesson that compares Edwin Arlington Robinson's "Richard Cory" with the Simon and Garfunkel record about the same character.


Finds that average and college-bound classes were equally able to analyze, appreciate, and understand Karl Shapiro's "Auto Wreck." Presents the detailed analysis.


Describes the author's experiences in teaching Paradise Lost in high school and concludes that the poem "can be a rewarding experience for high school students."


Analyzes the poem's structure, Dylan Thomas's treatment of time, and various themes throughout the poem. Contains twenty-seven questions for discussion.


Explains the virtuosity of Marianne Moore's poetic style, with its odd line forms, involved titles, muted rhyme scheme, and varied structure; suggests teaching a unit on discovering values through her poetry.


Discusses the kind of experience William Stafford's poem "Traveling Through the Dark" gives its readers, and shows how Stafford's manner of choosing, ordering, and arranging his words provides this experience.


Offers a lesson plan for teaching the concept of persona by a comparison of the speakers revealed in Tennyson's "Ulysses" and T. S. Eliot's "The Love Song of J. Alfred Prufrock."


Asks that students be encouraged to see Frost, not as a simple, kindly old poet, but as one who wrestles, not always successfully, with many of the same complex problems of behavior and belief that they themselves wrestle with. Explicates four Frost poems in these terms.


Discusses both the simplicity and complexity of Sister Maura's poem and analyzes its imagery, meter, theme, and vocabulary.

Presents a lesson plan for teaching "The Juggler" to an advanced placement or honors senior class.


Explicates Randall Jarrell's "A Front" in order to show the difficulty involved in understanding a poem based on specialized personal experience.


Uses Frost's "The Road Not Taken" and Cummings's "anyone lived in a pretty how town" to introduce Thomas's "The Sign-Post." Relates students' responses in analyzing the poem.


Explains that the appropriateness of W. W. Gibson's "The Ice-Cart" for junior high school students is due to the fact that it is close to the pupils' experience of reality.


Explores the images derived from the word green as central to Dylan Thomas's "Fern Hill."


Analyzes how imagery, diction, antithesis, and tone contribute to the meaning of "Sonnet 90." Maintains that students find this poem comprehensible and memorable.


Explicates poem "No. 15" of Lawrence Ferlinghetti's A Coney Island of the Mind.


Explicates Archibald MacLeish's sonnet "The End of the World."


Praises Frost's poem, describes the steps in teaching it, and lists the understandings that may be gained from the analysis.


Describes the author's program for teaching "Stopping by Woods on a Snowy Evening" as an introduction to the formal reading and study of poetry by eighth-graders.


Analyzes Matthew Arnold's "Dover Beach"; emphasizes the melancholy mood and interpretations of the poem.


Analyzes the Puritan images in "Upon What Base Was Fixed the Lath Wherein," by Edward Taylor.


Outlines an approach to Beowulf which includes a translation and grammatical analysis of a few lines, a commentary on important Anglo-Saxon poetic techniques, and student imitations in New English of what was studied in Old English.

Lauds Frost's simplicity of vocabulary, subject matter, and imagery. Cités Frost's anecdotes and examples from his poems, pointing out their appeal.


Gives examples of questions and student responses found in one approach to Browning's "My Last Duchess."


Explicates the poem in terms of the three points of view offered by the narrator, the bird, and the woodcutter.


Defines Browning's conception of the poet's function and explicates several passages from his work in light of this definition.


Presents an analysis of Hopkins's poem, stressing the techniques he employed. Describes methods for teaching the poem.

654. Noel, Sister Mary. "Poetry in the Classroom: 'In This Bitterness, Delight.'" 54 (Nov. 1965): 762-64.

Relates a class's experience in finding the meaning of "The Poems of Our Climate" by Wallace Stevens.


Describes a project that used music and pictures to illustrate the meaning of "L'Allegro" and "Il Penseroso."


Suggests that Ferlinghetti's A Coney Island of the Mind stirs students to think and react because of its biting social criticism, its powerful descriptions, and its unusual freedom.


Presents the author's interpretation of Edwin Arlington Robinson's "Mr. Flood's Party." Opposes the stand, taken by Cleanth Brooks and Robert Penn Warren, that Eben Flood is ostracized for being a drunkard.


Analyzes "A Modest Love" by Edward Dyer, and contends that oral reading of this poem and awareness of images in the poem will help students develop the ability to read and understand poetry by themselves.


Presents a lesson plan for teaching "Cat and the Weather" by May Swenson, considering meaning, poetic qualities, point of view, and dramatic quality.


Presents and analyzes Hart Crane's poem "Chaplinesque."


Relates an imaginary dialogue between the English teacher and the ghost of Amy Lowell, who inspired new methods for teaching "My Lady."


Endorses teaching "Red Hanrahan's Song about Ireland," which is both a battle song and a sample of symbolic landscape.

663. Quinn, Sister M. Bernetta. "Poetry in the Classroom: Symbolic Landscape in
Discusses Frost's poem as one of triumph rather than sadness and suggests a few guidelines for teaching it.

Explicates the poem in terms of its juxtaposition of discordant images to produce a detachment from conventional treatments of the theme and from romantic clichés.

Riddle, Joseph N. "Wallace Stevens -'It Must Be Human.'" 56 (Apr. 1967): 525-34.
Explains the poetic theory of Wallace Stevens in light of his proposed fourth section to "Notes Toward a Supreme Fiction," which would have been called "It Must Be Human."

Explicates Coleridge's "Kubla Khan" as an expression of every artist's inability to communicate fully.

Presents a history of Longfellow criticism and suggests that Longfellow's poetry is worthy of serious consideration. Contains passages from and analyses of several poems.

Analyses poems written throughout Graves's lifetime as reflecting the poet's lifelong search for the meaning of existence.

Offers an approach based on a study of the personalities of various characters, as revealed through the epithets by which they are addressed. Illustrates the method by studying "Fair Eve."

Explicates Benét's poem in light of its unifying thematic, stock, and incidental images.

Explicates the poem, examining in particular its symbolism and structure.

Describes Frost's personality as revealed in the author's several meetings with him.

Compliments Elinor Wylie's use of imagery and further analyzes the poem, recommending that it be taught because of its depth and relevance to students.

Uses poems of Sara Teasdale, Langston Hughes, and Carl Sandburg to illustrate a method of teaching the craft of poetry and the multidimensional features of a work by analyzing the poetic refinement of word meanings.

Discusses how "Leviathan" can serve as an effective teaching medium for students who are ready to receive poetry as an art form akin to music and painting rather than as a complicated type of exposition.

Exposes Harry Bailly, the host in Chaucer's Canterbury Tales, as the director of England's first "package tour."
See also: 715, 966.

E. Drama
1. Approaches and Theory
Urges that Absurdist ideas not be introduced into the classroom until teachers are prepared to answer the questions that these ideas might provoke.

Justifies the role of drama in the classroom. Examines (1) drama as a literary genre, (2) the nature of dramatic comedy as an art form, and (3) the tradition of dramatic comedy in the western world. Makes suggestions for teaching drama.

Urges high school teachers to teach O'Neill, America's leading dramatist, and discusses ways of introducing his plays into the high school curriculum.

Presents the complaints of college and university students about their own high school exposure to Shakespeare and the ideas they have for improving instruction on Shakespeare in high school.

Makes "a ringing endorsement of and a staunch defense for [the study of the]
Theater of the Absurd in high schools."
Refers to Beckett's Waiting for Godot and Pinter's The CARETAKER.

Contains an essay addressed to high school students which provides them with information about the conventions of the printed play, information designed to help them visualize a production.

Describes "some of the kinds of things" a teacher should know about the historical, intellectual, and social background to Shakespeare's works: history of the theater, the text, biography, and the sources of the plays.

Analyzes five concurrent problems that students have in reading a play, and suggests using live actors, phonograph records, and "prompt books" to solve these problems.

Surveys past commemorative programs, and proposes programs that schools or clubs could undertake to honor Shakespeare.

Presents an approach to teaching Shakespeare which initially involves students in the role of the groundlings, motivating them in their study of the play.

Cites the following reasons why plays of the Theater of the Absurd work in the classroom: they are new and unusual; they communicate immediate reality and involve
their audiences. Briefly notes course procedures and discusses the nature of audience (student) response.

Identifies the ways in which plays differ from other literary works, e.g., different physical qualities, the manner of speaking lines, general concept of the production including scenery and costumes, and character interpretation.

Reviews O'Neill's career and development and analyzes his achievements.

States the advantages of teaching the plays of the Theater of the Absurd in the secondary school: they increase imaginative interest, foster better communication between teacher and student, and allow the student to examine his nature through his introspective reaction to the plays.

Recommends three "readiness activities" to help rural students before they begin a Shakespearean play, and six ways to reinforce silent reading of the play.

Gives an approach to teaching the Theater of the Absurd to eleventh grade students, which includes attending and discussing a performance of Beckett's Waiting for Godot and analyzing Ionesco's one-act play, The Leader.

Shares some specific suggestions for teaching drama to high school students, stressing improvement in reading drama.

Lists some teaching practices that inevitably lead to students' dislike of and difficulty with Shakespeare, and discusses alternative methods and specific assignments that will help students to understand and enjoy Shakespeare.

Explicates passages of Macbeth to illustrate that close textual analysis of literary works is more valuable than concentrating on the ideological and emotive aspects of a work or stressing theme and immediate response.

Analyzes characteristics of Shakespeare's writing that have contributed to his universal appeal and cites, by way of example, his popularity in early America.

See also: 504, 586, 728, 1006, 1071.

2. Analysis of Specific Plays

Note: For quick access to a specific title or author, consult the "Literary Works and Their Authors" index.

Illustrates parallels or analogies in setting, characters, and themes, between The Crucible and The Scarlet Letter.

Recommends the study of A Doll's House and An Enemy of the People for high school seniors; discusses the author's success with A Doll's House.

Presents a class position paper written by the Honors English 11 sections of Roy C.
Ketcham Senior High School (Wappingers Falls, New York) on Tennessee Williams's play *The Glass Menagerie*.

Compares Ibsen's *The Master Builder* and Miller's *All My Sons* and discusses teachable qualities of both.

Describes a unit on *Romeo and Juliet* in which tenth grade disadvantaged students came to appreciate Shakespeare's relevancy.

Discusses how doubles (pairs of actions and characters) are used throughout Shakespeare's *Macbeth*.

Asserts that *Hamlet* is outside high school students' reading and life experience; that teachers can't close the gap between the play and the students; that *Hamlet* is a bad play; and that, consequently, it should not be taught in high school.

Describes the economy of speech of King Lear's eldest daughter as indicating the character's limited vision and controlled universe.

Discusses a method of exploring *Macbeth* by following the blood motif throughout the play.

Describes the success of a cultural unit on Shakespeare for low track students which involved a performance of *Romeo and Juliet*.

Opposes the use of Shaw's *Pygmalion* only to prove that "good English" leads to popularity and success, demonstrating instead the potential of the play for increasing student appreciation of the nature of literature.

Discusses the play in terms of its relevancy for today's youth because of its frank treatment of protest, sexuality, and war.

Analyzes and compares both plays in terms of how the workings of conscience are manifested in each. Decides that Richard has no "convincing encounter with conscience," although *Macbeth* does.

Traces the "gamesmanship" theme through Albee's *Who's Afraid of Virginia Woolf?* and the theme of communication through *The Zoo Story*. Urges the teaching of Albee's works in every American Literature course.

Defends teaching Ibsen's play, pointing out its relevance and its commitment to social action.

Describes the advantages and procedures of teaching the play *The Dairy of Anne Frank*, by Frances Goodrich and Albert Hackett, to junior high school students.
Discusses several thought-provoking ideas contained in Hamlet—centering on Polonius's advice to Reynaldo, to "by indirections find directions out"—as indicative of a theme of the play: the circuitous route to truth.

Shows that fourteen lines in Romeo and Juliet, Act I, Scene V, which are in the pattern of an English sonnet, were deliberately cast into this pattern by Shakespeare.

Offers an analogy between the martyrdom of Martin Luther King, Jr., and that of Thomas Becket which strengthens the impact of T. S. Eliot's Murder in the Cathedral and adds significance to Dr. King's death.

Presents three contrasting evaluations of a class on Oedipus the King: by a student, a student teacher, and a master teacher.

Defends Joseph Papp's rock-and-roll "Hamlet as a Happening" (presented in New York's Greenwich Village) on the grounds that it provoked the viewer into thinking about the text of the play.

Indicates similarities between the characters of Hamlet and Salinger's Holden Caulfield, especially in their nervous instability, moral sensibility, and intellectual genius.

Provides a detailed outline of an approach to teaching Robert Bolt's A Man for All Seasons to college-bound seniors. The principal divisions are: (1) introduction and background, (2) reading and analysis of the play, (3) culminating activities.

Analyzes Uncle Vanya and compares it with several of Chekhov's other works as an expression of the author's philosophy of the dignity of man.

See also: 747, 1005, 1088, 1095.

F. Novel

1. Approaches and Theory

Traces the pattern of the initiatory experience (the transition from childhood to adulthood) in literature, and defines it as a learning situation, a preparation for life. Illustrates this theory with references to The Catcher in the Rye, The Heart Is a Lonely Hunter, The Member of the Wedding, and other works.

Suggests using adolescent literature to bridge the "literary generation gap" between the world of the writer and the worlds of students. Recommends and offers plot summaries of such works as The Catcher in the Rye, A Separate Peace, The Wanderer, and Youth.

Contrasts Victorian society with modern society and suggests five ways to close the cultural gap between today's student and the Victorian novel.

Urges teachers to select the novels of George Meredith for superior high school students and offers specific suggestions on helping students to get through "Meredithian" style.

Offers an annotated list of twenty-three modern novels and twelve plays that present an optimistic, affirmative view of life. Also suggests a number of short novels, the work of several poets, and a few non-fiction works that counteract the pessimism of much modern literature.

Compares junior novels written after 1959 with those written before that time and concludes that the junior novel is being perpetuated, with some changes in thematic emphasis and some interesting experimentation, and that many of the recent junior novels are quite well written. Contains a list of twenty-three selected novels.

Attacks some analyses of John Knowles's novel and offers an interpretation of the work in which Phineas is characterized as a German spy. A satirical illustration of the illusiveness of literary interpretation.

Narrates the history of baseball in American fiction from Mark Twain's passage in A Connecticut Yankee (1889) to Irwin Shaw's Voices of a Summer Day (1965).

Advocates studying literature for its own sake and as an art, not for superficial reasons. Emphasizes the need for a common literary heritage, pointing out the qualities of Dickens's Great Expectations in support of its inclusion in English classes.

Contends that the present high school curriculum favors the middle-class and that books for the culturally different students are unrelated to their lives. Maintains that teachers should teach taste and perception along with the mechanics of reading. Recommends novels of literary merit that appeal to the students.

Describes a program which stimulated increased student involvement and satisfaction by allowing students to select for study the work of an author who seemed to deal with the problems they faced. Discusses the subsequent treatment of the four novels by Hesse that were selected: Siddhartha, Demian, Narcissus and Goldmund, and Beneath the Wheel.

Describes the "supremely romantic story" of the relationship between George Eliot and George Henry Lewes, and details the effect of Lewes on George Eliot's literary career.

Reports how the author first fell in love with the work of George Orwell.

Presents two forms of an attitude scale on one element in marriage—sharing—to identify students' attitudes which might influence their response to Giants in the Earth.

Recommends focusing on the meaning of one carefully chosen paragraph as a technique for beginning class discussion on a novel. Suggests effective paragraphs for a
dozen major works, using *Silas Marner* as an example.

Urges the adoption of an elective course on the modern American novella. Describes a unit studying five novellas, by Steinbeck, Barrett, Styron, and others. Offers a list of other novellas that are appropriate to such a unit.

*See also*: 391, 473, 554, 1041.

2. Analysis of Specific Novels

a. Novels Written Prior to 1900

Note: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

Discusses several reasons for Hardy's choice of his protagonist's name in *The Mayor of Casterbridge*. Also briefly mentions the underlying meaning of the names of other characters in the novel.

Presents a method of teaching Thomas More's *Utopia* and the concept of utopia in general.

Discusses the evils of slavery and the power of love as presented in Harriet Beecher Stowe's novel.

Demonstrates a method of delineating characters in Dickens's novel by analyzing what they say about themselves, what other characters say about them, and what Dickens reveals about them.

Traces the motif of deceit with its concomitant violence through the prologue and two major episodes of Poe's novel.

Analyzes *The Return of the Native* using a semantics approach which examines the tragedy of failing to communicate.

Explicates Lewis Carroll's *Alice's Adventures in Wonderland* as a graphic account of the adult world as viewed through the eyes of a child. Concludes that both *Alice* and *Through the Looking Glass* attempt to establish a rapport between the child's and the adult's world.

Analyzes aspects of the novel, lauding Dickens's perspective of childhood, his characterizations, and comic genius.

Evaluates criticism leveled against teaching *The Adventures of Huckleberry Finn* and advocates presenting the novel, with its complexities and compromises.

Suggests that the theme of filial ingratitude in Balzac's work makes it a particularly appropriate companion piece to *King Lear*.

Discusses the form of Dickens's novels as developing from an allegorical to an existential journey. Praises the novelist's skill in blending social satire, moral analysis, and psychological insight and in employing fo-
using techniques that are now standard practice in movie making.


Recommends teaching Tolstoy’s War and Peace by beginning with a lecture on the major preoccupations of Tolstoy’s world and then by reading the book according to a weekly assignment schedule, going through the book chapter by chapter with the class, giving short quizzes en route. Notes major themes in the novel.


Explicates the role of language as symbol and catalyst in Herman Melville’s Bartleby the Scrivener: A Story of Wall Street.


Urges the teaching of Moby Dick for its value to students living in an age of relativity. Discusses sections of the work which the author found provoked the most discussion and thought among her students.


Explicates Hawthorne’s half-dozen references to mirror imagery in The Scarlet Letter, concluding that they provide a view of truth in reflecting the truth of the human heart.


Examines passages from this short Dickens novel for the insight they give into an overview of the novel through increased awareness of the coherence, tone, structure, themes, and the harmony between themes and techniques.


Contrasts the narrators in Dickens’s David Copperfield and Salinger’s Catcher in the Rye with respect to their attitudes toward life, tradition, and art.


Recommends increasing students’ understanding of classic novels such as Great Expectations through role-playing or socio-drama.


Faults Stephen Crane’s The Red Badge of Courage for its “word-for-word’s-sake” use of language, especially its reality-obscuring use of colors and sounds.


Explains methods used in teaching Hardy’s novel and describes students’ response to it.


Defends Scott’s Ivanhoe as a teaching device, showing the elements of the novel.


Offers a test on Great Expectations that illustrates a method of helping students recognize the relationship between what they read and their own lives.


Describes five “adaptations” of Mark Twain’s The Adventures of Huckleberry Finn, concluding that they present only the skeleton of the famous work; “the heart and soul are gone.”


Discusses Dansker’s function in Billy Budd and comments upon similarities between Dansker and Melville.
Shares an approach to teaching the novel based on a classification of six types of statements and tone.
See also: 517, 698, 765.

b. Twentieth-Century Novels

Analyzes the novel's structure and characters and summarizes its plot.

Analyzes the linguistic and structural mobility of John Updike's novel.

States that an awareness of proportioning is helpful in studying works in all genres and analyzes The Pearl and Silas Marner, using this "quantitative approach" to their central themes.

Proposes that the acceptance or rejection of individual responsibility is the major theme in Walter M. Miller's science fiction novel and traces the theme through the novel.

Discusses teaching Portrait of the Artist as a Young Man for insight into adolescence and adulthood, and realization of the importance of individuality. Emphasizes basic story, style, and theory of art.

Identifies sight and the lack of it as key images in Ralph Ellison's Invisible Man and discusses the novel in terms of these images.

Presents an analysis of William Styron's short novel in terms of the conflict between order and disorder in Culver's life.

Endorses teaching Cry, the Beloved Country and To Kill a Mockingbird in order to foster insight into social and personal problems. Analyzes and compares the two novels.

An analysis of Howard Fast's novel reveals that the confusing "road signs" he places throughout it may have been intentionally confusing.

Attempts to account for the popularity of Carolyn Keene's Nancy Drew mystery series by relating the content to the interests and characteristics of preadolescent girls.

Illustrates a general unit on characterization analysis using behavioral objectives in a study of Shane by Jack Schaeffer.

Discusses Richard Wright's use of the color white as a motif running through Native Son.

Offers a comparison of Arthur C. Clarke's science fiction novel *2001: A Space Odyssey* and *The Odyssey* of Homer.

Contends that contemporary literature has an important place in the classroom. Describes a unit on Updike's *The Poorhouse Fair*.

Presents reasons for Walter M. Miller's *A Canticle for Leibowitz* being "worthy of inclusion in today's curriculum."

Praises and summarizes Knowles's novel by analyzing its structure and sets of symbols.

Discusses the role and image of adults in *Lord of the Flies*, *A Separate Peace*, and *The Catcher in the Rye*.

Reveals the dark and hidden elements of the violence and negation of human life that are found in the novel's imagery, the work as *bildungsroman*, and the inserted narratives or anecdotes.

Uses Ester Wier's *The Loner* to illustrate how the development of a character's self-concept is depicted in a novel and how the depictions can be internalized by adolescents when reading a novel.

Urges the use of works such as Tolkien's *The Lord of the Rings* to encourage students' free imagination and creativity. Explicates the trilogy in terms of the triumph of "the little man" over modern evils.

Analyzes several episodes in J. D. Salinger's *The Catcher in the Rye* which show that Holden lives in a "world-proof world" of his own making, and that Phoebe Caulfield is Holden's closest tie to reality.

Analyzes *A Handful of Rice* and traces several themes through the novel.

Explicates Joseph Conrad's *The Nigger of the Narcissus* through the corruption of the ship, crew, and major characters.

Praises Mike Nichols's *The Graduate* and compares its protagonist, Benjamin, to Holden Caulfield of *The Catcher in the Rye*.

Discusses the advantages of teaching Frank Gilbreth, Jr.'s and Ernestine Gilbreth Carey's *Cheaper by the Dozen* to slow students and presents a method for teaching it. Includes a sample vocabulary list and a sample quiz.

Discusses the reasons for and causes of the death of Per Hansa of Rolvaag's *Giants in the Earth*.

Explains how Faulkner molds and manipu-
lates the syntactic, lexical, and dialectic features of language in *Light in August.*


Explicates *A Separate Peace* in terms of Gene's and Phineas's representations of Greek ideals, stating that by the end of the book Gene more than Phineas has attained arete, unity.


Examines the "Spotted Horses" passage in William Faulkner's *The Hamlet* for those aspects that make it the pivotal episode in the novel. See also item 858.


Indicates the relevance of Ray Bradbury's *The Martian Chronicles* for the high school English class, by pointing out passages in this science fiction work that deal with war, ecology, inequality, and materialism.


Presents nine points of comparison and contrast between Golding's *Lord of the Flies* and Orwell's *Animal Farm*.


Discusses the protagonist of John Updike's *The Centaur*—George Caldwell—deciding that he is, among other things, "a living, breathing comic character."


Urges teaching Ray Bradbury's *Fahrenheit 451* for its success in projecting a "hollow, brutalizing negative utopia."


Makes the analogy between "a transducer with an input and output, and the Hemingway hero responding to the world and acting out a code."


Offers a guide to teaching Conrad's *The Nigger of the Narcissus,* including sixteen study questions and five topics for student essays.


Analyzes the speeches of the principal characters in Walter Van Tilburg Clark's novel, indicating the relationship between speech and action in the novel.


Discusses the main themes of Steinbeck's novel in relation to its structure and specific descriptions.


Explicates Aldous Huxley's *Brave New World* in terms of the relationship between humanity and happiness.


Synthesizes tenth grade students' responses in analyzing the novel.

Relates views from Robert Ardrey’s essay regarding the origin and evolution of man, to William Golding’s attempts to trace society’s defects to the defects of human nature in his novel.

Contains a synopsis of Chaim Potok’s The Chosen and an analysis of the title.

Disagrees with the present way of teaching Golding’s novel and offers a different point of view in which the boys, far from regressing to a basic state of human nature, only act out the values that their culture has already imposed on them.

Explicates the novel as a “most successful attempt” to produce the great American Negro epic, an odyssey in disguise.

Recommends using John Fischer’s article “Four Choices for Young People” to help students relate Sinclair Lewis’s ideas in Main Street to problems of today.

Encourages the teaching of comedy and provides an analysis of the comic qualities of Leonard Q. Ross’s book, its structure, and its main characters.

Describes an exercise to “cure” students of reading into a novel by having them analyze Lord of the Flies as one boy’s experience of the puberty crisis.

Analyzes the way in which diction enlarges and deepens Robert Penn Warren’s novel; applies dialect study to the criticism of fiction.

Contends that the major technical device in The Great Gatsby is the technique of counterpoint in characterization, setting, and narrative structure. Explicates the novel in terms of this theory.

Analyzes A Separate Peace as emanating from two chief levels of significance: the literal, and particularly the mythic with emphasis on Phineas’s role as a personification of the Greek ideal.

Analyzes Salinger’s Catcher in the Rye through the thoughts and actions of its protagonist, Holden Caulfield.

Encourages teachers to stimulate student interest in Lord Jim by reading the first chapter aloud in class. Indicates ways of providing for students’ difficulties with this chapter.

Examines the main motifs in several Updike works: (1) childhood memories or the past, (2) pain and loneliness, (3) death, and (4) the Hope. Suggests their significance.

816. Pearson, Roger L. “Gatsby: False

Suggests that F. Scott Fitzgerald's novel relates the frustration and failure of the American dream of success through materialism. Identifies several significant religious images in the novel which forecast this failure.

Describes an approach to Conrad's The Secret Sharer through the narrator-captain-author. Contains twenty-six questions used to stimulate discussion, and a bibliography of materials used in constructing the lesson plan.

Presents and evaluates segments of Ernest Hemingway's high school journalistic efforts. Cites one serious poem entitled "The Worker."

Presents an introduction and four units on Conrad's Victory which deal with understanding the story, leitmotifs, doubles, and Conrad's speaking voice. All units include assignments.

Analyzes the four roles that Tolkien plays in The Hobbit and The Lord of the Rings: novelist, linguist, poet, and mythologist.

Compares and contrasts the world views expressed in Steinbeck's The Pearl and Hemingway's The Old Man and the Sea.

Explicates Lafacadio Hearn's Chita: A Memory of Last Island in terms of style and structure.

Explicates Charles Portis's work as a "developmental novel" centering on the scenes of initiation which mark the protagonist's coming to adulthood.

Explicates the four divisions of The Red Pony as chronicling the initiation rites of the protagonist, Jody.

Suggests some topics for class discussions of Conrad's novel based on an analysis of the protagonist's failure to perform his duty.

Uses Ray Bradbury's short novel to show students the value of studying an author's use of specific allusions in a work of fiction. Examines the literary and biblical allusions in the work.

Suggests the value of teaching Richard McKenna's novel The Sand Pebbles to high school students. Contains discussion and theme topics and a list of related fiction and nonfiction books.

Maintains that Fitzgerald's The Great Gatsby is an extensive parody of the Life of Christ; supports this by comparing incidents and characters in the novel to those in the Gospel According to St. John.
Urges English teachers to seize the moment and teach The Lord of the Rings now. Discusses its value as a literary experience that heightens students' awareness of important literary devices and concepts.

Encourages including Golding's novel in the curriculum because of its appeal, compactness, literary merit, and pertinent themes. Outlines a teaching unit on the novel.

Presents an analysis of the novel in which Gene moves from a sharing of Finney's idealism to a more realistic grasp of the world. Discusses the relationship and characters of Finney and Gene, observing that ambiguity is used to demonstrate the complexity of people and their emotions.

Explicates Walter D. Edmonds's novel as a work of entertainment which succeeds through its blend of fact and fiction with the folklore of Jacksonian America.

See also: 502, 541, 565, 586, 719, 754, 852, 859, 1089, 1100.

G. Short Story

Note: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.


Analyzes Pär Lagerkvist's use of devices of fantasy in his short story "The Children's Campaign"—especially the use of detachment, intensity, contrast—and the devices of satire.

Analyzes Faulkner's short story "Turnabout" and urges its presentation to high school students as illustrating "courage and honor and hope and pride and compassion and pity and sacrifice."

Discusses specific characters created by Malamud and compares them to those of Sholem Aleichem, O. Henry, and the Bible. Points out the moralistic and allegorical significance of Malamud's writing.

Provides background and brief analyses for several of Mrs. Buck's short stories found in The First Wife and Other Stories, Today and Forever, Far and Near, and Fourteen Stories.

States that the role of the teacher is to involve students in issues of taste. Illustrates this theory by means of a comparative analysis of two short stories: S. I. Kishor's "Appointment with Love" and John Collier's "The Chaser." The text of the stories is included.

Analyzes the allusions and the role of Mitty's unconscious in shaping the allusions, revealing the extent to which Mitty is
estranged from the real world and controlled by romance.

Discusses the characterization, theme, plot, and diction of the short story and offers suggestions for teaching it.

Suggests a lesson plan that uses Stevenson's short story "Markheim" to illustrate recurrent themes and allusions.

Defines the English teacher's role in combatting the "ugliness and costly inefficiency of verbal muddling" and urges the study of language in works of literature.

Discusses Stephen Crane's subtle use of the metaphor of the sea as a wild animal in "The Open Boat."

Suggests approaching the short story as if it were a lyric poem. Illustrates the approach by analyzing Conrad Aiken's use of symbolism, metaphor, alliteration, and juxtaposition in "Silent Snow, Secret Snow."

Suggests thirteen activities that are applicable to the study of the short story.

Explains how the integration of characterization, style, symbolism, and plot in "Big Two-Hearted River" creates a relevant theme and an exciting story for students.

Describes the technique of an English teacher in Nigeria who overcame cultural obstacles and stimulated student interest in Poe's "The Cask of Amontillado" by encouraging his students to write an African version, "The Jar of Umuoba."

Uses Connell's "The Most Dangerous Game," Richter's "Early Marriage," and Steinbeck's "Flight" to demonstrate how students can gradually develop an understanding of three levels of literary structure: (1) plot, (2) theme, (3) tone.

Analyzes Irving's "Rip Van Winkle," concentrating on the "pattern of plot, setting, character, and language clues" that foreshadow future events in the tale.

Explicates Edgar Allan Poe's The Narrative of Arthur Gordon Pym and urges its inclusion in the high school curriculum.

Believes that the meaning of a story is a question of how it is told and considers, in that light, two aspects of Sillitoe's short story "On Saturday Afternoon": the diction and the psychological insight.

Discusses Miss O'Connor's characterization of intellectuals throughout her life as indicative of a conflict between human intelligence and divine truth. Shows that the failure of the intellectuals is due to their inability to recognize the divine scheme of redemption.

853. Mengeling, Marvin E. "Characteriza-
Examines Irving's story and his intention to depict a world in transition by focusing on the methods that he successfully employed: (1) relating Rip's character to his environment, and (2) representing the others in the story by caricature.

Proposes a four-step program for the teaching of "theme" based on character analysis. Uses Willa Cather's "The Sculptor's Funeral" as an illustration.

Presents Poe's short story as an ideal model for teaching irony.

Demonstrates how structure—"the shape, the development of a story"—can be used in teaching the short story. Uses "The Open Window" by Saki and "The Fly" by Katherine Mansfield as illustrations.

Explicates this short story in terms of the irony of situation which it utilizes.

Explicates Faulkner's short story "Spotted Horses" for its images of social evil, and concludes that the primary source of the social evil is Flam Snopes. See also item 791.

Compares Nathaniel Hawthorne's "Young Goodman Brown" to Ira Levin's Rosemary's Baby by outlining differences in the way the two works handle traditional material.

Describes a study that determined the main characteristics of best-liked stories, with hypothetical explanations as to why these characteristics were significant. Found that stories chosen by adults were not necessarily of interest to students. Table.

Believes analyzing Joseph Conrad's short story "An Outpost of Progress" for an awareness of style and meaning through characterization will develop useful skills for further study of literature.

Praises the structure of Thurber's "The Secret Life of Walter Mitty" and discusses the conflict of man vs. man, man vs. society, man vs. self, and man vs. nature as found in the short story.

Asserts that the story is often misread as an allegory, and offers possible reasons for misinterpretation. Claims that Crane's story is really a comedy, and supports this claim with an analysis of the story.


Analyzes Faulkner's use of time, humor,
parallel structure, narrative technique, and symbols in his short story "Was."

Explains the theme of the short story as centering on one man's failure through his inability to make a choice.

Critically analyzes Crane's use of irony in his first short story about war.

Gives reasons for teaching this satirical allegory, relating it to Bunyan's The Pilgrim's Progress and Unitarianism.

Discusses how Ambrose Bierce's "An Occurrence at Owl Creek Bridge" and Robert Enrico's film of the same title can provide students with a worthwhile learning experience. Contains ten discussion questions.

See also: 147, 457, 791, 796, 808, 815.

H. Nonfiction: Essay, Biography, and Autobiography

Note: For direct access to a specific title or author, consult the "Literary Works and Their Authors" index.

Critically appraises James Agee's and Walker Evans's book.

Describes some techniques that are useful for teaching Thor Heyerdahl's Kon-Tiki.

Gives reasons for using Great Essays in Science in English class and recommends reading that focuses on a single theme.

Discusses Orwell's essay from the standpoint of diction and structure, as a model for student writing, and as a relevant and significant statement of our time.

Describes a means of motivating students to read Richard Wright's Black Boy by asking them to react to eighteen specific situations in the book.

Analyzes the structural and stylistic methods John Howard Griffin employed to make Black Like Me rhetorically effective; discusses the writer-reader relationship and the ethos of the writer.

Describes a successful approach to a unit on Walden and "Civil Disobedience" involving a student panel which answers questions on Thoreau's behalf.

Describes an elective senior-level course tracing the contributions of blacks to American literature, from the slave spirituals to The Autobiography of Malcolm X.

Discusses the value of teaching Claude Brown's Manchild in the Promised Land.
and P. Thomas's *Down These Mean Streets* to those who, like the authors, were born and raised in the 'ghetto.'

See also: 520, 568, 676, 734, 803.

I. Special Interests

1. World and Greek Literature


Recommends Mary Renault's retelling of the Greek myth of Theseus, *The King Must Die*, for high school reading because of its mythological motifs, insight into life today, and possibilities for projects.


Describes a way of introducing the Faust legend by class discussions of "The Devil and Tom Walker," "The Devil and Daniel Webster," *The Scarlet Letter*, *Moby Dick*, and other works, hoping to build a foundation "for later, deeper understanding" of the legend.


Points out relevant issues contained in the Theban Trilogy of Sophocles, *The Iliad*, *The Odyssey*, *Great Expectations*, and *Hamlet*.


Discusses problems in teaching the classics: (1) their removal in time, (2) their being written originally in another language. Suggests criteria for selecting translations, and gives reasons for teaching the works of Homer and his successors.


Traces the archetypal themes of initiation and man's search for his own identity and for meaning in life through *The Odyssey*.


Emphasizes the importance of carefully selecting a suitable version of *The Odyssey*; reviews significant aspects of the translations of W. H. D. Rouse, Samuel Butler, E. V. Rieu, T. E. Shaw, Alfred J. Church, C. Chandon, and others.


Analyzes Homer's epic and discusses the manipulation of time sequences as an attempt to give the audience an experience in discovery and to make them be the poem's expositors.


Describes an elective course containing units on Indian, Chinese, and Japanese literature. Discusses the advantages of such a world-view.

See also: 544, 747, 749, 775, 1055, 1057.

2. Black Literature


Suggests a program of cultural appreciation to reduce the human relations gap between whites and nonwhites and to promote an "appreciation" for difference. Contains several bibliographies of black literature.


Discusses the following: knowing what black literature to teach; making the study serious, rigorous and intellectually demanding; and finding competent and skillful teachers.


Offers abstracts of a number of ERIC documents relevant to the teaching of Negro literature in the secondary school.


Describes the efforts of one school's faculty and students to understand and improve black-white relations through human relations committees, the study of black literature, and a lecture series.


Offers a unit on contemporary Negro poetry centering on the dreams of modern black Americans. Contains a short list of books and supplementary materials, and some questions for oral discussion and written composition.


Contends that, since most Negroes wish to be judged as individuals, the English curriculum should be developed to include black literary works not written in a spirit of disillusionment. Refutes several "unfortunate stereotyped notions" about Negroes.


Urges teachers to instill in their pupils an awareness of and concern for the condition of the contemporary Negro. Discusses a number of literary works that will aid in this task.


Offers four suggestions for teachers of black literature: be black, respect black verbal inventiveness, innovate freely, and relate black literature to black life. Contains a basic reading list in Afro-American literature. See also item 896.


Rejects the four-point plan for the teaching of Afro-American literature offered by Kenneth Kinnamon (English Journal, February 1970; annotated in item 895) suggesting instead that nonblack teachers of black literature recognize their cultural limitations and serve as resource persons for their students.


Discusses ways in which black literature may be used in the classroom to improve self-understanding and genuine communication. Gives specific works and approaches.


Traces the historical development of books that present the Negro experience, identifies forty-two trade books published as a result of the civil rights revolution, discusses material that has "soul" for classroom reading, and suggests topics for papers on the role of the Negro in American history.


Reports the findings of an informal survey of thirty-eight literature textbooks and denounces the racism evident in the omission of works by American Negroes. Urges teachers to help their students gain an understand-
ing of black culture and history. Provides an extensive list of books by and about blacks, in categories such as fiction, short story, poetry, spirituals and blues, biography, Negro history, and "riots, rebellions and the struggle for civil rights."

Discusses the preparation necessary for a white man to teach Negro literature. Contains a four-part outline of the history of American Negro literature.

Recommends a more relevant curriculum for black students and provides a bibliography of current paperbacks.

See also: 768, 774, 806, 874, 875, 877, 878.

3. The Bible

Recommends including biblical materials in the curriculum through a study of allusions and literary forms. Provides a list of common biblical allusions and an outline of types of literature found in the Bible.

Outlines a unit in which a twelfth grade English class studied the Bible as literature.

Gives reasons for including biblical selections in a literature program. Cites surveys that examined the status of the Bible in schools and textbooks, before and after the 1963 Supreme Court decision. Maintains that teaching the Bible as literature is within the law and a prerequisite to understanding allusions in literature.

Discusses the Bible as a source book for the humanities, as a prerequisite for students’ understanding of allusions in literature, and as an aid for better understanding of western culture. Recounts classroom procedures.

Offers three alternatives to the study of the Bible as literature—(1) the Bible as background to literature, (2) the Bible in literature, and (3) the context of the Bible (what influenced it, and what its influence has been)—and suggests two approaches to the literary study of the Bible: emphasizing ideas; emphasizing literary techniques.

See also: 828.

J. Newspapers and Magazines

A list of sixty practical ideas to be used in teaching vocabulary, reading improvement, and composition through a study of the newspaper.

Proposes a plan for using newspapers in the classroom to teach students analytical thinking. Leads the student "to be wary of loaded, illogical, slanted information."

Describes a unit on propaganda, designed to help students realize its effect on their lives. Examines seven types or devices of propaganda in advertisements.

Advocates the use of MAD magazine in remedial reading class to improve reading skills, social and behavioral attitudes, and even literary appreciation. Contains examples of how each may be taught.

See also: 391, 513, 818, 987.

K. Paperbacks

Describes in biblical language the author's success in developing a paperback library from student donations.

Reports the success of an independent guided reading program which utilized a paperback book center.

Lists: (1) eight reasons to support the inclusion of paperbacks in the classroom, (2) paperbacks for a unit on self discovery, (3) possible ways to obtain the books, and (4) considerations involved in establishing a school paperback bookstore.

Presents a brief history of paperback books and offers several arguments for using them in place of textbooks.

Describes students' behavior in study hall and discusses how paperbacks on display motivate students to read.

Discusses the benefits of a program in Washington high schools that provides $50,000 a year for paperback books, which are distributed free of charge to students.

L. Censorship


Condemns censorship, and offers some suggestions for teachers to use in defense against it. Cites examples from the Bible, "ugUduh," The Adventures of Huckleberry Finn, and The Catcher in the Rye, to stress the necessity for relating parts of a work to the total work.

Shows how the 3 R's of Censorship are represented by (1) rigidity of purpose, (2) regimentation of action, and (3) resistance to change; and the 3 R's of Freedom to Read are represented by (1) refinement of taste, (2) relevancy for our time, and (3) responsibility for action.

Argues that, if English departments accept certain assumptions about the teaching of literature (among them, that students should not be sheltered from reality, but should be exposed to contemporary literature which is often subject to censorship), teachers must accept certain responsibilities (among them, knowing literature well, understanding arguments for and against censorship, and being ready to meet censorship with a reasoned defense of any book taught). Discusses seven assumptions and seven responsibilities based on them. Contains a selected bibliography of books and articles on censorship and book selection.

Offers an example of a letter used by a school system to respond to a parent who is concerned about the language, the actions in, or the philosophy of the reading material of a child.

Proposes that English teachers start a crusade to preserve and expand the power of the English language. Urges teachers to create in their students a new confidence in the power of language and to assist their students in their written search for identity.

Language

A. Theoretical Discussion*


Traces the history of English grammar teachings, describing traditional grammar, "sentence grammar," functional grammar, structural linguistics, and generative-transformational grammar. Urges a healthy skepticism about grammars that claim to solve all teaching problems.


States that since written English is a separate dialect of the English language this fact must be taken into account in the teaching of English and in composition of grammars. Illustrates using linguistic analysis.


Makes a satirical defense of the traditional grammarian.


Urges teachers to help their students acquire the power of language by exploring the nature of language, the structure of language, usage in language, language heritage, geographical and social dialects, semantics, and the "Silent Language."


Reviews approaches to teaching the English language in the last half-century. Looks skeptically at the competing linguistic theories, and advocates a unified view of the whole field of linguistics. Examines possibilities in implementing such an approach.


Views the central conceptual structure of English as "the art of efficient verbal communication" and discusses the implications of this idea for the study of language usage and of literature.


From a brief look at the history and nature of English language study, concludes that the prescriptive-descriptive opposition is an opposition between (1) a fear of growth and change, an emphasis on the "guardian" and rules, and (2) a rejection of laws and rules, a view of language as alive, almost human.


*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Presents a fable about a duckling named Elmer who learns to swim by experimenting and selecting the swimming methods that worked best.

Opposes the old axiom that the main clause carries the principal idea of a sentence by illustrating several types of sentences in which the reverse is true.

Discusses the way up is "rapidly becoming in the English language an adjunct to every verb."

Presents five proper functions of linguistics in the schools and discusses the suitability of descriptive and transformational grammars for fulfilling these functions. Suggests that transformational grammar be made the object of separate study, and descriptive grammar be used to teach writing skills.

Believes English grammar should not be a required course in high school, except for college-bound students. Recommends teaching basic fundamentals before the third grade.

Compares taxonomic and transformational/generative grammars and concludes that transformational grammar is more practical, more valuable to the classroom teacher.

Evaluates three elements in language study ("language general, grammar, usage rule") in terms of (1) the level of abstraction represented by each concept, (2) the extent to which each is logically cohesive, and (3) the degree of social awareness necessary for comprehension. Considers the students for whom these studies are designed and concludes that drastic curriculum changes are in order.

Suggests studying language history for its own sake, inherent interest, insight into students' language, and knowledge of how language and society interact.

Demonstrates how "institutional linguistics" is a better abstraction than "English" for more successfully teaching native speakers of English to understand their language. Contains a diagram of language variety and a list of references.

Describes and evaluates modern changes in the study of language. Discusses the theories of Sapir, Bloomfield, Whorf, and Chomsky.

Discusses the universal world-wide characteristics held in common by all languages, and some areas of divergence--e.g., in grammatical concepts and in the variety of devices conveying structural meaning.

Defends traditional grammar against the attack of Robert C. Pooley (English Journal, May 1967; see item 986 for annotation).

Analyzes the problems presented by the introduction of new linguistic content into the English curriculum, concluding that they are not insurmountable for teachers who are willing to expend the necessary effort.

Urges the importance of developing a fresh concept of the role of language in human life—a concept recognizing the centrality of language to human experience and its ability to shape personal understanding of the world through involvement of the creative imagination.

A two-scene drama, with the words as characters involved in the plot of making a sentence.

Employs three methods of revealing John Dixon's failure to place enough emphasis on accurate, precise communication in his Growth Through English, but concludes that Dixon's views do point toward a foundation that should be the basis of any approach to the uses of language in relation to the student's speaking and writing.

Presents a historical review of grammar textbooks from the 1700s to 1900 which surveys the trends in teaching English grammar. Table.

Expresses the belief that research in linguistics has practical applications in education and can be used by curriculum planners, writers of instructional materials, and teachers who are aware of the relationship between linguistics, language, and life.

Decries the irrelevance of the modern study of linguistics as grammar, and encourages instead the use of linguistics in a rigorous study of relevant language situations.

Describes the recent linguistic controversy and the viewpoints of the adversaries. Prescribes three objectives for an adequate language program. Bibliography.

Attempts to define what constitutes an adequate language program by viewing linguistics from six perspectives, from the psycholinguistic to the rhetorical. Concludes with five questions to ask of a language program to determine its adequacy.

Pleads with the writers and publishers of grammars to use specimen sentences that are "clear, vivid, and natural."

Offers a biography of "Relative," the son of Personal Pronoun and Subordinate Conjunction.

Questions the validity of the old warning against the use of the passive voice, noting a study of ten professionally written essays which reveals that about one verb in six is in the passive voice.

See also: 29, 417, 1028.

B. Methods

Provides a selective, annotated bibliography of twenty-three documents dealing with linguistic instruction which are available through the ERIC system.

Discusses grammar games used to help students identify the grammatical elements of sentences.

Defines the direction and spirit of the grammar books of Paul Roberts and urges teachers to keep this direction and spirit alive in the high school English classroom.

Discusses a teacher-developed program of teaching usage, grammar, and rhetoric; problems encountered in program planning; and the usefulness and rewards of such a program. Gives examples of creative exercises used.

Presents several examples of methods of involving students in structural analysis. Uses a fictional dialogue to present introductory exercises and exercises on subjects, predicates, nouns, and verbs.

Challenges Wolfe's preference for teaching writing through traditional grammar (English Journal, February 1964; see item 417 for annotation), and defends linguistics, citing the advantages of the new grammar in contrast to traditional grammar in improving style.

Rejects the methods of identifying the parts of speech used by both traditionalists and structuralists and suggests an alternative.

Traces recent progress in the study of language and grammar. Offers several suggestions about how language can be studied best in the classroom.

Describes procedures used in helping students to analyze language to establish their own grammatical rules.

Offers a unit on the nature of language in which the initial focal point is how Helen Keller learned language. Presents fifteen specific assignments possible with such a unit.

Presents an approach to the language of "Peanuts" through the "Seven Great Truths" and "Human Emotions."

Urges teachers to shift their attention from the outer investigation of a sentence as a grammatical construction to the inner sensation of completion within the sentence.

Describes a rhyming game that can be used to increase sensitivity to "both the vigor and vagaries of rhyme in the English language."

Presents the author's lecture on "features" as a demonstration of the teachability of transformational grammar.


Describes a unit in which seventh-graders used an inductive approach to the study of linguistics. Outlines reasons for the unit's success and points out a few difficulties encountered.


Describes several short lessons in sentence modeling used to aid students in understanding grammar principles, and presents exercises for practice in writing various types of sentence structures.


Encourages the teaching of temporal, as opposed to spatial, grammar (the study of how a sentence evolves as opposed to how it is structured). Offers illustrations.


Advocates using nonsense words—"boingage"—to explore the grammatical system in language, maintaining that such linguistic practices improve sentence writing.


Describes a two-year experiment in teaching generative grammar which resulted in improved sentence writing (with greater sentence complexity, and fewer errors). Draws implications for curriculum change.


Proposes a three-step approach to language study: (1) observation of language data, (2) rendering observations into rule-like descriptions, and (3) checking the rules against more complicated data. Strongly urges the study of transformational grammar by all teachers of English.

See also: 16, 161, 305, 330, 526, 585.

C. Dialects, Levels of Usage, and Slang


Discusses the content of the pamphlet Dialects—U.S.A. and recommends procedures to be followed in teaching a unit on dialect.


Urges the teaching of dialects and discusses the potential benefits of the Dictionary of American Regional English which, when published, will present all the words and phrases, or lexical usages, that are found in particular parts of the United States.


Points out the correlation between social variation and language behavior, and demonstrates the difference in oral usage via anecdote. Advocates an oral-aural approach to teaching, and urges the selection of meaningful materials.


Describes the retention of Old English, Chaucerian, and Shakespearean word forms in the Ozarks.


Endorses the study of American English in order to increase student understanding of literature and composition and to foster tolerance. Describes a course that focuses
on: (1) learning the phonemic alphabet, (2) studying regional dialects, (3) comparing areas, (4) studying British and French loan words, and (5) associating language with business and history.

Explores the need for a dialectology unit in high school, discusses procedures for accomplishing this learning, presents some problems in the area, and suggests some possible solutions.

Provides brief summaries of ten reports (five of which are available through the ERIC Document Reproduction Service) on research projects dealing with instructional problems related to language and dialect.

Proposes a study of slang for helping to reveal the nature of language to students. Shows how the study of slang can aid in understanding figures of speech and standard principles of language formation.

Suggests that any use of words or expressions, even the satiric or humorous use of words of which their users do not approve, tends to establish these words or expressions in the language.

Describes a structural aspect of nonstandard Negro English which might confuse teachers of standard English. Emphasizes the rule-governed behavior of nonstandard English.

Presents a new framework for classifying levels of language usage according to the speaker's pretensions.

Describes British vocabulary and usage as interesting, zesty, and revealing; shares examples of typically British words and phrases.

States that prescriptive grammar did not die the early death the author once (1940) predicted; however, gains have been made in teaching usage. Offers three recommendations for the future teaching of English usage. Table of responses to a survey of high school English teachers' opinions about various usage situations. See also item 941.

An analysis of the writing in four hot rod magazines reveals poor stylistic taste and abuse of accepted English usage. See also item 472.

Instructs classroom teachers in the preparation and teaching of oral drills on phonology and grammar. Provides several illustrations and a basic reading list on the subject.

Suggests that usage is synonymous with style so far as style is determined by social status, and that terminology for discussing usage is inadequate. Argues against teaching for social climbing or standardization, urging acceptance of students' language and teaching for effective communication as determined by accomplishment of purpose.

Attacks the assumptions of bi-dialectalism that the prejudices of middle-class whites cannot be changed but must be accepted by the lower class and that therefore everyone must learn a standard English; maintains that even if teaching bi-dialectalism were possible, it would be undesirable because it perpetuates a prejudice; advocates educating the majority to understand the language of the oppressed.

See also: 265, 810, 907, 993, 1007, 1020.

D. Vocabulary and Dictionary Study

Describes an approach to teaching dictionary study which results in the students' composing a "Slang Dictionary."

Describes an unusual method for expanding students' vocabularies by helping them to amass lists of suffixes, prefixes, and root words and to form them into novel combinations.

Suggests that teachers and superior students study and compare editions of the second and third Webster's New International Dictionary so that they can make and improve their own choices involving pronunciation and usage.

Describes the author's method of using word games to increase the vocabulary of slow learners.

Urges teachers to eliminate random lists of verbal isolates for word study and to replace them by organizing words into groups for integrated language study. Discusses the use of the "V-Frame."

Describes a "relatively painless way for junior high school students to increase their vocabularies" through drills and exercises built around a "word of the day."

Suggests a teaching technique that integrates scientific terms into a word study unit.

Proposes a method of vocabulary instruction in which the student follows four steps in defining nouns, verbs, and modifiers.

Discusses student word creations such as "typify, flustrate, and annucleaze."

Suggests the study of etymology as a way of making the teaching of word meanings exciting and enjoyable.

Discusses techniques for developing student interest in words by making the dictionary an interesting and attractive book for young people to turn to.

Advocates the use of contextual clues to help students find the meaning of nonentry and multidefinition words; gives examples for teaching. Practical limitations are cited.

1003. Shanker, Sidney. "Is Your Vocabu-
Describes the process by which new words originate in the English language. Discusses both loan words and neologisms, dividing the latter into fifteen distinct categories.

Lists 130 words from the play and suggests ways this list may be most effectively used for vocabulary study.

Describes some student-discovered puns attributed to Shakespeare.

Attempts to answer some fundamental questions underlying the battle between "purists" and "linguists" at the publication of the third edition of Webster's New International Dictionary; traces the history of the conflict summarizing the philosophies of the major antagonists.

E. Semantics

Presents in dialogue form a student-teacher conference on clichés, in which the teacher uses the "hackneyed phrases" she is inveighing against.

Explains the necessity of teaching semantics in high school and describes a unit in semantics based on Hayakawa's text, Language in Thought and Action.

Offers a definition of semantics which places it at the center of language study. Discusses several reasons why semantics probably will not get the attention it deserves and replace grammar in the curriculum.

See also: 453.

F. Bilingualism

Describes the role of English in developing countries, and the problems in teaching English as a second language, with specific examples from Nigeria; outlines the attempts of the Peace Corps to resolve these problems.

Offers abstracts of eighteen documents on the education of bilingual children in the United States.

Reviews some of the programs and problems in teaching English as a second language, stressing the importance of English in developing nations. Discusses some fundamental principles concerning language-learning which focus on developing automatic linguistic habits and skills through active participation in controlled drills.
G. Texts

Surveys several English texts and concludes by noting that until each school district and each English department plans language programs suited to the needs of its particular adolescents, it is impossible to evaluate textbooks fairly in terms of objectives.

Examines eight sets of high school language textbooks in regard to their content, sequential presentation of grammar, and discussion and incorporation of recent developments in language study. Concludes that textbooks contain a surplus of extraneous material, but they can be an aid to a critical teacher.

Oral Expression

A. Oral Communication and Speech*

Urges the use of the tape recorder in speech classes as "a time-saver, a motivator, a revealer of errors, and a teacher aid."

States that oral communication is the most overlooked and underdeveloped part of the English curriculum. Offers a program for teaching the oral report.

Presents "an easy, time-tested introduction to the experience of choral reading," including suggestions about reading material and the use of background music.

Suggests the practical importance of proper speech patterns and stresses the efficiency of drills in eradicating poor speech patterns.

Relates six studies or approaches dealing with the problem and stresses the importance of oral language and teacher attitude. The studies: Golden, Bernstein, New York's Higher Horizons, Detroit Improvement Program, Loban, and California's McAteer Act.

To improve speech, prescribes teaching students to recognize the relationship of the letters and sounds of a word to its feeling and meaning.

Suggests teaching choral reading in order to foster poetry appreciation; lists appropriate selections and the steps in the process for which the students assume responsibility.

Describes speech activities that can be employed in connection with the study of the short story, essay, poetry, and drama.

Discusses the importance of developing practical communication skills of conversation and logical argumentation among high school students.


Praises Mary Owen Owen's Drama Choros for its creative flexibility in selection of material and its arrangement, and for its imaginative staging. Presents methods of utilizing choral reading in the classroom.


Discusses subject matter in discourse, emphasizing the relationship of content and form and the ethical and political axioms of belief and conduct in rhetoric and speech. Describes the habits of the communicator and implications for improved instruction.


Describes an experimental project designed to teach oral English as an automatic skill via television and structural English drills (as defined by George Pittman).


Argues that oracy cannot be separated from literacy and that the skills of speaking and listening should be developed along with writing and reading.


Trace the history of the Association, and presents an overview of its present and future role in improving speech education.

See also: 242.

**Dramatic Arts**

**A. Play Production***


***Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Suggests that total participation and action are the two most important considerations for student plays. Describes the author's success with student plays based on The Man from UNCLE and on A Scandal in Bohemia.


1036. Helen, Sister Mary. "Living Shakespeare." 54 (Jan. 1965): 48-51. Describes the organization and activities in a four-week Shakespeare festival (unit) which culminates in a school-wide drama competition. Lists plays to be studied according to grade levels.


1038. Leary, Barbara Buckett. "The Stage and Discovery: Allegorical Plays for Junior High Schools." 57 (Mar. 1968): 345-49. Discusses the benefits of presenting medieval allegorical plays in junior high school, analyzing the qualifications of several individual plays. Contains a bibliography and a general outline of procedures necessary to produce such plays.


1045. Trusty, Shirley. "Teaching Drama the Way It Is." 57 (Nov. 1968): 1187-92. Describes how a professional acting company has provided vital experiences with live drama for 42,000 New Orleans secondary school students, under the federally funded Educational Laboratory Theater Project.

English department arena theater and describes the theater built for Barrington High School in Illinois.

B. Creative Dramatics


Offers assistance to those teachers interested in what the oral/dramatics approach to English instruction entails, its point of view, its rationale, its goals and techniques.


Describes a six-week role-playing unit on life in the city for grades eight through ten.


Describes a creative dramatics unit that provided the matrix for increased skill in other areas of the English curriculum due to the initial fostering of the slow learner's sense of pride and accomplishment.


Lists and describes the steps in implementing dramatic improvisation, and the benefits of improvisation.

See also: 147, 152, 383.

Humansities


Describes a program that involved a thirty-four-day study tour of England and Europe, where passages from Dante’s Divine Comedy and Byron’s Childe Harold’s Pilgrimage came to life.


Presents a humanities course organized around four areas of civilization: the ancient Greek period, the Renaissance in England, the Victorian and post-Victorian period in England, and the modern period. Contains a general reading list and four individual reading lists.


Describes an experiment that employed a variety of approaches to learning in search of the best methods for a humanities course for non-college-bound students, using art, drama, music, and philosophy.


Reports on the establishment of individual humanities courses, the adoption of the humanities approach, and instructional materials for humanities programs.


Describes an experimental summer program for capable students which traced the themes of the Arthurian legend and Greek mythology in literature and film.


*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
A brief analysis of a high school humanities course, "Modern Man and His Search for Values," containing the course's booklet.

Criticizes the high level of abstraction found in most humanities courses. Comments upon book selections and discusses teaching Antigone by way of illustrating how the humanities ought to be taught.

Discusses a study guide on man in conflict as represented in music, art, and literature.

Discusses the advantages of a good humanities program in the high school and urges the use of the humanistic approach in teaching, learning, and living.

Describes several projects and units that have successfully related music, literature, and the visual arts to provide "students with a fresh way of looking at old subject matter."

Outlines methods used to show relationships among the arts as a means of understanding the controversial and contradictory answers that have expressed in various media.

Defends a comprehensive study of the humanities in high school and presents a course outline on "Man's Discontent with His Lot" in the eighteenth century, covering philosophy, literature, art, and music.

Describes the humanities program and reports on its success and its problems.

Describes a humanities course for seniors which included team teaching, films, tapes, and recordings and emphasized a visual-aural experiencing of our culture.

Evaluates high school humanities programs in terms of selectivity, balancing, and skill building.

Discusses the development and success of a challenging course in the humanities which concentrates on Greek and Roman civilization and literature.

Criticizes interdisciplinary humanities courses that take an unrealistic, idealized view of man; encourages, instead, those courses that ask the important, often embarrassing, questions that need to be asked.

Offers some suggestions about humanities programs. Suggests that the aims of every humanities course must be to arouse voracious appetites for more of the same, dissatisfaction with what one knows, curiosity about what one does not know, and concern about what is and what might be.

Briefly describes the content of these hu-
manities courses, taught on a team-teaching basis, and their positive influence on the total curriculum, students, and faculty.

Describes the success of a senior seminar on the 1920s, conducted by an interdisciplinary panel of teachers of English, history, and religion. Provides a syllabus.

Study and Use of Media

A. General*

Lists films, filmstrips, and recordings under the headings: (1) Shakespeare's plays, (2) Shakespeare and his age. Includes an index of producers and distributors.

Evaluates Marshall McLuhan's thesis in terms of its purpose and usefulness.

Describes a multimedia project that combined Edgar Varese's music ("Poeme Electronique") with twenty-five slides of modern paintings in a program to complement the reading of several works of literature (e.g., Lord of the Flies, Macbeth, 1984, and Animal Farm).

Describes a six-step activity that encourages dynamic television viewing and offers experience in several communication tools.

Encourages replacing the traditional research paper with a tape-recorded, ten-minute radio program in order to eliminate the tediousness and intellectual inertia of the standard research paper.

Discusses how a teacher abandoned the study of grammar and substituted "the rigorous study of language situations" through use of multimedia.

Indexes many of the films and recordings reviewed in English Journal since 1958.

Considers the probable effects of simultaneous reception of several media—e.g., radio, television, and the written word—suggesting that many people develop a skill of non-concentration in self-defense. Asks if a culture that creates such an "unconcentrated state of mind" will not also develop a corresponding slackness or "nonintensity" in its arts.

Urges high school teachers to utilize the potential of commercial television. Specifies some worthwhile programs, and hints at ways in which they can further the educational process.

*Annotations are numbered consecutively throughout the annotation section. The item numbers are used in cross-referencing and in both indexes.
Recommends using tapes and slides along with programmed content in order to teach language and literature more effectively. Discusses the techniques involved and provides an example.

Describes each of three English courses presented on Detroit's educational television channel, as illustrations of an inductive method of teaching English on television. See also: 85, 159, 311, 116, 327, 354, 359, 400, 503, 509, 525, 5, 9, 561, 786, 1016, 1027, 1064.

B. Film Production

Describes the author's experience in teaching an appreciation of film-making technique by shooting films with cameras belonging to the booster clubs of his school's athletic program.

Encourages teachers to assign their students to make films. Discusses financing, techniques, and class procedures, and offers a brief annotated list.

Recommends making sound filmstrips and suggests nineteen do's and don'ts for beginners.

Discusses the author's experience in making films with slow students. Presents six advantages of the process.

C. Film Study

Describes and endorses an English program that culminated in making a class movie in order to teach film appreciation and criticism.

Analyzes the goals, methods, and results of a film study course at Notre Dame High School in Niles, Illinois. Presents several approaches to film study and gives a syllabus outline of the Notre Dame course.

Criticizes Bernard M. W. Knox's interpretation of Sophocles' Oedipus the King in the filmed lessons by Encyclopaedia Britannica. Presents specific objections in an analysis of the play. See also item 1095.

Compares John Fowles's book The Collector with William Wyler's film version of it, concluding that Wyler's decision to eliminate the metaphor of The Tempest and to moderate the character of Miranda weakened the film.

Offers abstracts of seventeen ERIC documents pertinent to film study and contains a list of eleven supplementary references.

Discusses the advantages of using Loneliness of the Long Distance Runner as the
first motion picture in a high school film appreciation course.

Urges the incorporation of film study into the curriculum. Contains student responses to several films and a list of films divided into categories: western, family, war and propaganda, comedy, social commentary, and psychological.

Offers eleven guidelines for a seminar and discusses the advantages of teaching short films in small seminars. Contains an annotated list of ten suitable films.

Describes one teacher's success with film study in the high school. Offers a list of suggested readings.

Replies to Howard Clarke's criticism (English Journal, October 1965; see item 1088 for annotation) of the author's interpretation of the Oedipus the King films produced by the Encyclopaedia Britannica. Defends the films from two accusations: that the interpretation is invalid because of "omissions and distortions" and that the analysis of the play is "so special, so curious that it can only evoke yelps of protest . . . ."

Interprets the Fonda/Hopper/Southern film as an allegory of the American quest for complete individual freedom.

Describes a program for improving reading and writing which supplements books with motion pictures.

Describes how studying the films Caine Mutiny, The Good Earth, The Quiet One, and The Red Balloon motivated an English class of low-ability high school juniors to respond sensitively to people, and to develop some understanding of life.

Describes a sequential (9-12) cumulative film study unit that also involves the study of the literary counterparts of several films. Contains a booklist for film study.

Illustrates a method of studying the hero by analyzing the heroes in the film Cool Hand Luke, and in Ken Kesey's novel, One Flew Over the Cuckoo's Nest.
See also: 869.
Index to Literary Works and Their Authors

This index is intended to speed access to articles featuring specific authors or literary works. After each title and author listed below are item numbers that refer to annotations of articles in which that work or author is dealt with more or less extensively. The annotations appear in the main body of this book, grouped by subject but numbered in one sequence throughout.

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