A Contract Plan for Teaching American Literature in High School

Elizabeth Stagner
Western Kentucky University

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Stagner,

Elizabeth Pline

1936
A CONTRACT PLAN FOR TEACHING
AMERICAN LITERATURE IN HIGH SCHOOL

BY

ELIZABETH PLINE STAGGER

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

AUGUST, 1936
Approved:

Major Professor
Department of English
Minor Professor, Education
Graduate Committee

Earl A. Moore
Gordon Wilson
Francis Jones

J. C. M. Ch.
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To Dr. Earl A. Moore for his sincere criticism of this study and to Dr. Gordon A. Wilson for his invaluable instruction through the years, I wish to express my deep appreciation.
INTRODUCTION

The compilation of material for this thesis has been a source of genuine pleasure to me, since it has met one of my long-felt needs in the teaching of American literature to high school pupils.

Through the courtesy of Ginn and Company I have been able to base this study upon the text which I teach together with related material. Since this book keeps constantly in mind the point of view of the pupil, I have used the period headings as listed in the book. Many of the tests, models, and illustrations, and similar aids are reproduced in the units by permission of the publishers.

This plan may be characterized as follows:

1. A definite provision for four levels of mastery.

2. A challenge to the individual pupil, through a written presentation of contracts, to place himself satisfactorily at the grade-level which he desires.

3. Provision for a period of thirty-six weeks, in six-weeks units.

The minimum standards have been established through a consideration of the units as a whole, the foremost aims in teaching literature, and the range of the pupil's understanding and interests.

On the second level the material is slightly more difficult. In

---

Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931).
the actual practice of this plan it was necessary, due to the limited
time for class work, to permit a part of the memory work to be delivered
outside of the class. The "two-to-three-minute talks" were placed at
this level to meet the needs of the pupils who would not otherwise be
interested in public speaking.

The third level is closely related to the preceding levels, but
it requires a more intelligent approach in assimilation of materials.
This level in the contract contains one step which distinguishes the
whole, and makes it easier to rise to the fourth, the highest place in
the unit.

The fourth level is the most comprehensive. It is distinguished
by the higher class standing, examinations, and additional oral English
work in conducting a class. It must be explained that since no pupil
occupied (in the actual practice of the plan) the entire period for
his teaching, the instructor was able to follow with a general summary
and emphasis upon the necessary points.

Each unit was typed and distributed to the pupils. The work was
explained thoroughly and the pupils who were uncertain as to making
choices of grade-levels were advised by the instructor, and individual
conferences were recommended before the final selection of levels were
made.

\[1\]

In American Literature, English 11, Auburn (Kentucky) High School,
1935-1936.
The pupils were then instructed to proceed at their own rate using the typed contracts with advice from the instructor when necessary. At the end of the six-weeks period a general summary and organization of the unit was made, and a written test was given.

The units were planned to provide theme subjects requiring creative ability, and incorporating the fundamentals and technique of writing. The pupils were not required to write the answers to the questions, but rather to use them as guides in the study of the periods to which they refer.

A pupil was not allowed to start a new contract until he had finished all of the contract of the preceding period. This means that he must plan his distribution of time. Having been given his assignments in the form of a contract, for the execution of which he feels himself responsible, he becomes conscious of a definite purpose and sets about to fulfill the stated requirements of the given contract. In case that happy situation should develop in which the pupil maintains a higher class standing, in point of grades, than the contract requires, and the test grade is above the minimum requirement he may advance to the next grade level by fulfilling the additional requirements of the higher level.

On the other hand, if the pupil fails to complete a stated requirement the teacher may allow him to substitute other work in which he may have a genuine interest. This is not the general rule, but may be
allowed at the discretion of the teacher. This situation will not develop if the plan is executed adequately, since this plan aims to eliminate failure. By careful guidance the pupil steers from this unhappy level and remains on the first, or lowest, level, at least.

The collateral reading problem may be met on a sliding-scale requirement. For the highest level, the A-Contract, the reading of eight books for the year was required; the B-Contract required seven; the C-Contract six, and for the lowest level, four books were required. These numbers are minimum and additional credit may be given for additional books read and properly reported.

The books to be read were selected from the collateral reading list included in each unit. The aim was to have an equal number read in each unit, thus distributing the time evenly, but this was not always possible. For example, the D-Contract requires four books for the year, which was divided into six periods. An adjustment for the individual pupil was required. The collateral reading report form is shown as Figure I, (page 61 is suggested; this form may vary as the individual teacher adapts it to her classes.

Without a check to record work done and work yet to be done, the pupils are likely to devote too much time to the items of greatest interest to themselves. The individual pupils kept records on five by eight cards. The items which appeared on the cards included the full contract by levels for the entire year. In this way the pupils were
able to check the items as they were completed. (It is best to have each pupil make two such cards, one for himself and one for the instructor). At the end of each week the pupil checked his record with that of the instructor, and a final check was made before the test at the end of the six-weeks period. This record is shown as Figure 2, (pages 7 and 8). This is, as it were, a balance sheet of the pupil's time.

It is the object of this study not merely to suggest procedure, but to serve as a guide to that happy state of understanding and complete cooperation between teacher and pupil. It is hoped that it will be thought suggestive and of consequent value.
<table>
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<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
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<td>VI</td>
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</tr>
<tr>
<td>Name of Pupil</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 1
Contract Progress Record Card

3 Suggestion from Ginn and Company
Figure 2
Collateral Reading Report Form

I. Title

II. Author
   1. Name in full
   2. Nationality
   3. Date of birth
   4. Date of death

III. The Book
   1. Does the title appeal to your interest? Why?
   2. How is it connected with the story?

IV. The Story
   1. Setting
      a. Time
      b. Place
   2. Opening situation
      a. What is the situation at the opening of the story?
      b. Is it commonplace or unusual?
   3. Closing situation
      a. Is the ending happy or tragic?
      b. Is it satisfactory or do you feel that more should be told? Why?
   4. Climax (point where the interest is highest)
5. Criticism and Comments

a. List the main characters. Do they act as real people?
   (1). Which do you like the best? Why?
   (2). Which do you like the least? Why?

b. Do the characters change or develop during the progress of the action? How?

c. What predominates: description, exposition, narration, or dialog?

d. What quotations attracted you the most? Write them.

e. State why you liked or disliked the book.

f. Date read.
SERIES OF CONTRACTS

I

English and Colonial Backgrounds -- Revolutionary and Pioneer Period

Grade D

1. At least D standing in class work.
2. Average at least D on all tests of the period.
3. Write two fifty-word themes from the topics on page 13.
4. Memorize at least ten lines of poetry from selections or selection in the text.

Grade C

1. At least C standing in class work.
2. Average at least C on all tests of the period.
3. Complete items 3 and 4 in the D contract.
4. Write an additional theme of at least one hundred words from the list of theme topics.
5. Memorize an additional fifteen lines of poetry.
6. Make a two-minute talk from these subjects not used before.

Grade B

1. At least B standing in class work.
2. Average at least B on all tests of the period.
3. Complete items 3, 4, and 5, in the C contract.
4. Make a five-minute oral report from theme topics (choose a new topic).

5. Follow one of the suggestions under "Illustrations and Models," page 15.

Grade A

1. A standing in class work.

2. Average A on all tests of the period.

3. Complete items 3, 4, and 5 in the B contract.


5. Conduct the class after a conference with the instructor.

6. Write a three-hundred word (minimum) theme from the subjects (not previously used) on list of theme topics.
   a. If preferred, expand item 4 in C contract to three hundred words.

Collateral Reading

English and Colonial Backgrounds (1607-1765)

Atherton
Bradford
Byrd
Early
Ford
Edwards

Conqueror
Plymouth Plantation
History of Dividing Line
So This is Boston
Janice Meredith
Conclusion to Treatise of the Freedom of the Will
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edwards</td>
<td>Freedom of Will</td>
</tr>
<tr>
<td>Edwards</td>
<td>A Progress to the Mines of Virginia</td>
</tr>
<tr>
<td>Johnston</td>
<td>To Have and to Hold</td>
</tr>
<tr>
<td>Mather, Cotton</td>
<td>Essay to Do Good</td>
</tr>
<tr>
<td>Mather, Increase</td>
<td>A Letter: A Horrid Snow</td>
</tr>
<tr>
<td>Mather, &quot;</td>
<td>Magnalia Christi Americana</td>
</tr>
<tr>
<td>Mather, &quot;</td>
<td>Cases of Conscience</td>
</tr>
<tr>
<td>Morton</td>
<td>New England Canaan</td>
</tr>
<tr>
<td>Raleigh</td>
<td>Discovery of Guiana</td>
</tr>
<tr>
<td>Sewell</td>
<td>Diary</td>
</tr>
<tr>
<td>Smith</td>
<td>A Map of Virginia</td>
</tr>
<tr>
<td>Smith</td>
<td>True Relations (10 pages)</td>
</tr>
<tr>
<td>Thacker</td>
<td>The Virginians</td>
</tr>
<tr>
<td>Twichell, J.H.</td>
<td>E.G. Winthrop and John Winthrop</td>
</tr>
<tr>
<td>Ward,</td>
<td>Simple Cobbler of Agowan</td>
</tr>
<tr>
<td>Winthrop</td>
<td>Journal</td>
</tr>
</tbody>
</table>
## Revolutionary and Pioneer Period (1765-1800)

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Charles Brockden</td>
<td>Extract from Wieland</td>
</tr>
<tr>
<td>De Crevecoeur</td>
<td>Letters of An American Farmer</td>
</tr>
<tr>
<td>Franklin</td>
<td>Autobiography (school edition) (50 pages)</td>
</tr>
<tr>
<td>Franklin</td>
<td>Dialogue Between Franklin and the Gout</td>
</tr>
<tr>
<td>Franklin</td>
<td>Ephemera</td>
</tr>
<tr>
<td>Franklin</td>
<td>Letters</td>
</tr>
<tr>
<td></td>
<td>Model of a Letter of Recommendation</td>
</tr>
<tr>
<td></td>
<td>On Cotton Mather</td>
</tr>
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<td></td>
<td>On Old Age</td>
</tr>
<tr>
<td></td>
<td>On War and Science</td>
</tr>
<tr>
<td></td>
<td>Rules by Which a Great Empire May be Reduced</td>
</tr>
<tr>
<td>Franklin</td>
<td>Way to Wealth</td>
</tr>
<tr>
<td></td>
<td>(This &quot;speech of Father Abraham at an auction&quot; was first published as a sort of preface to Poor Richard’s Almanac for 1758).</td>
</tr>
<tr>
<td>Jefferson, Thomas</td>
<td>Declaration of Independence</td>
</tr>
<tr>
<td></td>
<td>First Inaugural Address</td>
</tr>
<tr>
<td></td>
<td>On the Monroe Doctrine</td>
</tr>
<tr>
<td></td>
<td>Portrait of Washington</td>
</tr>
<tr>
<td>Longfellow</td>
<td>Paul Revere’s Ride</td>
</tr>
<tr>
<td>Payne, Thomas</td>
<td>The Times That Try Men’s Souls</td>
</tr>
<tr>
<td></td>
<td>Extract from the Crisis</td>
</tr>
</tbody>
</table>
Washington, George
Farewell Address
Letter to the Continental Congress
Letter to Mrs. Washington

Woolman, John
At a Yearly Meeting
Boyhood and Youth
Journey to the South
Plain Way of Living

Theme Topics

English and Colonial Backgrounds—Revolutionary and Pioneer Period

An Indian Captive
Westover, the Home of William Byrd
The New England Primer and the Blue-backed Speller Were My Textbooks
Williamsburg, Virginia
Satire as Shown in Freneau's Poetry
On Reading Biography
A Guest of Mrs. Spotswood
Candle Lighting Time
Early American Furniture
Magnolia Gardens of Charleston, South Carolina
Mount Vernon
The Washington Family
The Old North Church

Come to Tea

Paul Revere

A Tavern in the Town

America's Oldest University

Songs Colonial Americans Sang (see Shaker Song Book)

What the Old Flintlock Told Me

The Dismal Swamp

An Evening at Mount Vernon (dramatization)

The Best Known Portraits of Washington

Monticello--Home of Thomas Jefferson

The Beautiful Lady in Crinoline

The Mother-in-law of Poe (see Hervey Allen, Israel)

The Erie Canal

The Value of Friendship (Drake and Halleck)

Cyrus McCormick's Reaper

Boston in 1820 (see So This is Boston)

Traveling on an Early Railroad

James Fenimore Cooper

The Sleepy Hollow Country

Edgar Allan Poe (a word portrait)

Bibliography of the Period

The Early Years of William Cullen Bryant
By Stage Coach

The Wee Folk in the Catskills

The Quilting Bee, or Log Rolling, or Husking Bee

Major Andre

Hope, Faith and Charity -- Modest Maids

Webster's Dictionary

Old Time Courtesy

The Poe Shrine in Richmond, Virginia

The Pack Peddler (read James Fenimore Cooper, The Spy)

Joseph Jefferson as Rip Van Winkle (this theme may be illustrated for double credit)

Comparison of the Characters Rip Van Winkle and Ichabod Crane

John Bull

A New England Church and Its Service

Precis of Five Poems of the Period

Illustrations and Models; Suggested Graphs; Directions for Booklet

A Room in Jamestown in the Early Seventeenth Century

Kitchen Utensils of Colonial Times

A Colonial Fort

Prepared especially for use with Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special permission with Ginn and Company.
An English Garden Where John Smith Might Have Walked

A Virginia Fisherman in the Seventeenth Century

A Puritan Home

A Plan for a House in Colonial Style, with Suggestions for Decoration

The Sports of the Colonists (Any one may be used, or several).

Tests

1. What term is better than "literature" for what was written in Colonial times?

2. Today authors write short stories, novels, one-act plays, etc. What did they write in colonial times?

3. Name three writers who show the spirit of colonial America.

4. Who wrote an account of Captain Phipps's life?

5. What did Captain Phipps take back home to England after his voyage to Port de la Plata?

6. Name two characteristics of Captain Phipps's which Mather declares responsible for his rise.

7. Why did William Byrd ride the eighteen miles to Germanna?

8. Name three things Byrd found interesting on his visit.

9. Name a famous colonial textbook.

10. Name an event of national significance which occurred in 1765. In 1776.

Prepared especially for use with Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers, Good Reading for High School. (New York, Ginn, 1931): reproduced by special permission with Ginn and Company.
11. Why, in the period of the Revolution, do we find that "literature as such did not flourish"?

12. Who were the only two authors who wrote on any but political and practical subjects?

13. Who was the first American novelist?

14. What man prevented Franklin from becoming a poet?

15. Name the three works which helped Franklin in his plans for self-improvement.

16. With whom did Franklin debate?

17. In what three things did Franklin's father say Franklin was inferior to Collins as a writer?

18. What must a debater avoid in putting forward an argument, according to Franklin?

19. Which of the early American authors was noted for versatility?

20. When and where did Patrick Henry, according to William Wirt, deliver the speech ending "give me liberty or give me death"?

21. Why, according to Henry's speech, were the British determined to fight?

22. Name one quality which is found in both Jefferson's "Anecdote of Doctor Franklin" and Freneau's "On a Honeybee."

23. Name a device, strikingly used by Freneau in "To a Caty-did," which is often used by poets for distinctness of impression.

Multiple Choice Test

(Underline the correct statement in each group)

1. Hripps was warned of a mutiny as the ship lay near a Spanish island by (a) the smoke from the fires of the mutineers, (b) a sailor's

3

Ibid.
yell known as "The Ring," (c) the ship's carpenter, (d) a doctor treating the carpenter for the colic.

2. Colonel William Byrd records (a) the happy family life of an important colonist, (b) the bitterness of people like Miss Thely who have to live alone, (c) a humorous criticism of the debts of Colonel Spottswood, (d) a story of a hatter whose friends deprived him of a sign over a shop in Germanna.

3. The New England Primer (a) contains beautiful etchings, (b) teaches the alphabet in verses, (c) contains good rules for farmers, (d) gives the only authentic account of the landing of the Pilgrims among the breaking waves.

4. The twin tasks that faced our forefathers in the Revolutionary period were (1) making of powder and making balls, (b) fighting on land and fighting on the sea, (c) sowing the seed and reaping the grain for the soldiers, (d) winning independence and building the nation.

5. Franklin's Autobiography (a) is never bought by libraries today, (b) has been called the most readable book published in the eighteenth century, (c) is taken from the secret diary of Franklin's son, (d) is delightfully impractical in its fanciful suggestion.

6. Freneau (a) wrote the best novels in America, (b) was the real author of Franklin's Autobiography, (c) was entirely occupied in making the laws of the nation, (d) wrote a great deal of the bitter political and satiric verse.

7. Freneau writes in "On a Honeybee" (a) one of the best tirades against prohibition ever written, (b) a sad little poem, (c) a poem of mock-heroic tone, (d) a tribute to Pharaoh.

8. The caty-did sings (a) on the pine tree, (b) on the willow branch, (c) on the brass kettle, (d) on the poet's shoulder.

9. Onomatopoeia is (a) the principle of sound-and-sense-in-one, (b) the principle of completing the erroneous things first, (c) the principle of telling one thing in terms of another, (d) the principle of using sound images only in verse.

10. The following selections may be considered as a group because they are narratives in aim: (a) "On a Honeybee," "An Anecdote of Doctor Franklin," and "Patrick Henry's Speech," (b) "The Tame Deer," "Captain Phipps's Search," and "A Boy's Plans for Self Improvement," (c) To a Caty-did," "The Wild Honeysuckle," and "The Tame Deer."
II

The Young Republic

Grade D

1. At least D class standing.
2. Average at least D on all tests of the period.
3. Write two themes from the list of theme topics for the period.

Grade C

1. Complete the work for D.
2. At least C standing in class work.
3. Average at least C on all tests of the period.
4. Memorize fifty lines of prose or poetry related to the period.
5. Prepare three-minute talk; select subject from theme topics and oral reports for the period.

Grade B

1. Complete the work for C.
2. At least B standing in class work.
3. Average at least B on all tests of the period.
4. Make two three-minute oral reports, or one five-minute report, from theme topics. If two reports are chosen, select different topics.

Grade A

1. Complete the work for B.
2. A standing in class work.

3. Make A on all tests of the period.

4. Write a short poem patterned after some poem studied this term; state title and author of model, or write a short original poem in iambic meter.

5. Make a written (oral if preferred) report on one of the items on the reading list.

Collateral Reading

Cooper, James Fenimore

John Paul Jones
Pilot
Spy
Leather Stocking Tales

Irving, Washington

Alhambra
Author's Account of Himself
Bracebridge Hall
Conquest of Grenada
Golden Reign of Santa Ana, Twiller
Legend of Sleepy Hollow
Rip Van Winkle
Salimunque
Sketch Book
Tales of a Traveller

Poe, Edgar Allan

Eldorado
Hawthorne, Nathaniel

Fall of the House of Usher
Gold Bug
Israfel
Liceia
Murders in the Rue Morgue
American Notes
Endicott and the Red Cross
Great Stone Face
House of Seven Gables
Marble Faun
Mawpole of Merrymount
Minister's Black Veil
Mosses from an Old Manse
Scarlet Letter
Snow Image
Tanglewood Tales
Three-Told Tales
Wonderbook
Young Goodman Brown

Lincoln, Abraham

Cooper Institute Address
Farewell Address at Springfield
First Inaugural Address
Gettysburg Address
Lincoln and Douglas
Theme Topics

Magnolia Cemetery, Charleston, South Carolina

Davis Swann Goes to Boston

Swing Low, Sweet Chariot

The Establishment of Washington and Lee University

Diary of a Southern Belle

Fort Dearborn

Chief American Cities

Covered Wagon Days

A Southern Garden

A New England Garden

Famous Songs of the War Between the States

Go West, Young Man, Go West (Biography of Horace Greeley)

Lincoln's Pre-White House Days

One Wore Blue, the Other Gray

Lincoln, the Orator and His Orations

Robert E. Lee

Ulysses Grant

Poetry of the Period

Bibliography of Southern Literature

Life in Old Virginia as Pictured in The Great Meadow and In Old Virginia

Webster and Haynes — Orators
A Cabin in the Cotton

Folk Songs of the South, Negro Songs, Folk Ballads

Principle of State Sovereignty in the South

Principle of National Sovereignty in the North

Models and Illustrations

Rip Van Winkle (or any of his family or neighbors) a drawing, a puppet, a silhouette, or a caricature in clay.

A Collection of Artist's Ideas. (Illustrations by various artists who have drawn Rip or his friends; mount the illustrations neatly. Do not cut the pictures from any book or magazine that might be used later).

Four Full-Page Illustrations for Irving's Sketch Book (original).

A Miniature but Not a Model (a model of Rip's house).

An Early Railway Train (a model or a drawing).

Fashions of the Early Nineteenth Century (drawings or costumed dolls).

Flowers Bryant Might Have Known (drawings or models).

A Setting for Poe's Raven (drawing or models).

Poe's Cottage at Fordham (drawing or model).

Faneuil Hall (drawing or model).

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Prepared especially for use with Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.
Short-Answer Tests

1. How many states were admitted to the Union between 1800 and 1821?
2. What two evidences of the growth of a nation were taking shape?
3. What was the tone of our literature in this period?
4. What three names have American authors added to the list of great characters in literature?
5. In what locality is the scene of Rip Van Winkle laid?
6. Give three characteristics of Rip himself.
7. What type of story is The Masque of the Red Death?
8. Who wrote the speech of John Adams? Why?
9. Complete the quotation: "Sink or swim, live or die, survive or perish, I--"
10. Where, according to Bryant do we get a "mild and healing sympathy"?
11. In what poem does Bryant express his thought on death?
12. What is the theme of "To a Waterfowl"?
13. Name three poems by Poe which have as the theme the death of a beautiful woman.
14. What is onomatopoeia?
15. Of whom was it said, "None knew thee but to love thee," and who said it?

Prepared especially for use with Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.
Test in Definition

(Underline in each sentence a word which should be changed, to make the definition correct; write above the underlined word the correct word).

1. The American Flag is a narrative poem, which has kept its popularity remarkably well.
2. Colors of the flag were regarded by the poet as blendings of victory.
3. Even the red thunder paused in heaven to hear Israfel’s music.
4. Iron bells sounded a solemn monody, or Runic song.
5. Astarte, in "Ulalume", is identified with the tender sun.
6. A silver bell is called by Poe a tintinnabulation.
7. The recurrence of initial sound in verse is called onomatopoeia.
8. Diana was the Phoenician goddess of the moon.
9. The seraphs, or demons, went envying Annabel Lee.
10. Annabel Lee was put into a sepulchre, a tomb by the sounding tarn.

3 Prepared especially for use with Cross, Tom Peete, Smith, Reed, and Stauffer, Elmer G., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.
III

The Nation Tested

Grade D

1. At least D class standing.
2. Average at least D on all tests of the period.
3. Write two themes from Theme Topics, page 30.

Grade C

1. Complete the work for D.
2. At least C class standing.
3. Average at least C on all tests of the period.
4. Read one book from the collateral reading list on a subject which:
   a. appeals to your interests, or
   b. bears directly upon the theme of the period.
5. Report this book on the usual collateral report form (see page 71).
   If you prefer, you may make this an oral report before the class.

Grade B

1. Complete the work for C.
2. At least B class standing.
3. Average at least B on all tests of the period.
4. Make an oral report of at least three minutes on one of the subjects from the oral report list.
5. Make a graph from one of the suggestions listed under "Suggested Graphs" included in this unit, or sketch a map (this map may be traced) of the geographic area included in this period and locate the leading literary and social centers; indicate these centers by different colors or some similar device.

6. Complete one item under "Models and Illustrations."

Grade A

1. Complete the work for B.

2. At least A class standing.

3. Average A on all tests of the period.

4. Make either written or oral reports before the class on two of the books in the collateral reading list. It is recommended that these reports be divided, and that one of the reports be oral and the other be written. This will be of greater benefit to you.

5. Arrange a conference with the instructor; after this conference plan to conduct a class. You may select the phase of the period study in which you have the greatest interest.

6. Select one item from "Models and Illustrations" which you have not completed in a previous contract. (At any time substitutions may be made in the contract divisions such as the models and illustrations or related items).
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcott, Louisa M.</td>
<td>Little Cousins</td>
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<td></td>
<td>Little Men</td>
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<td></td>
<td>Little Women</td>
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<tr>
<td>Aldrich, Thomas Bailey</td>
<td>Mariette Dew and Other Stories</td>
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<td></td>
<td>Story of A Bad Boy</td>
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<tr>
<td>Allen, James Lane</td>
<td>Choir Invisible</td>
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<td></td>
<td>Flute and Violin</td>
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<td></td>
<td>Mettle of the Pasture</td>
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<td></td>
<td>Reign of Law</td>
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<tr>
<td>Atherton, Gertrude</td>
<td>The Conqueror</td>
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<td>Bacheller, Irving</td>
<td>Eben Holden</td>
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<td></td>
<td>In the Days of Poor Richard</td>
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<td></td>
<td>Lights in the Clearing</td>
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<td></td>
<td>Man for the Ages</td>
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<tr>
<td>Burroughs, John</td>
<td>Wake Robin</td>
</tr>
<tr>
<td>Cable, George Washington</td>
<td>Dr. Sevier</td>
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<td></td>
<td>Grandissimes</td>
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<td></td>
<td>Old Creole Days</td>
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<tr>
<td>Charmwood, Lord</td>
<td>Abraham Lincoln</td>
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<tr>
<td>Clemens, Samuel Langhorne</td>
<td>Huckleberry Finn</td>
</tr>
<tr>
<td></td>
<td>Life on the Mississippi</td>
</tr>
</tbody>
</table>
Pudd'nhead Wilson
Roughing It
Tom Sawyer
Deland, Margaret
Iron Woman
Selections from The Dial
Editor and the Reader (Emerson)
Orphic Sayings (Bronson, Alcott)
Eggleston, Edward
Circuit Rider

Grayson
Hoosier Schoolboy
Hoosier Schoolmaster

Emerson, Ralph Waldo
American Scholar
Essays
"Character"
"Compensation"
"Friendship"
"Manners"
"Self-Reliance"

Nature

Garland, Hamlin
Daughter of the Middle Border
Main-Travelled Roads
Son of the Middle Border
Trail Makers of the Middle Border
Hawthorne, Hildegarde
Youth's Captain (the story of Ralph Waldo Emerson)
Hapgood, Norman
Lincoln, the Man of the People

Theme Subjects

The Mormon Movement
Brook Farm and Its Members
Concord, Massachusetts
Goldilocks
Stephen Collins Foster
Walt Whitman -- a Biography
Brothers -- One in Blue and the Other in Gray
Hawthorne's Personality as Shown in "The Ambitious Guest"
If Rip Van Winkle Had Known Feathertop
A Fantasy Written After Reading "Feathertop"

(In this contract the pupil's imagination may have full sway in the creation of theme topics, since he will read much poetry of the War Between the States, and the fantastic writings of Hawthorne).
Models and Illustrations

Tenting on the Old Camp Ground (picture of a Civil War Camp).

Flags of the War Between the States (drawings or miniature flags you have made).

A Southern Plantation House (model or drawing with the floor plan).

New York in 1860 (a series of at least three drawings).

Boston in 1860 (three original drawings).

Chicago, the Early Days of a Metropolis (three original drawings).

The Covered Wagon (a drawing or model to show westward travel).

Gold in Hand and Danger in the Bush (a scene, either drawn or modeled).

A Street in San Francisco in the Early Days.

The Completion of the Union Pacific Railroad (drawing or model).

The Room of a Harvard Student, 1865 (picture or model).

The Parlor (a floor plan of the room so sacred in the period).

Gardens of America: A New England Garden of 1860, A Southern Garden of 1860, etc.

A Literary Map of The Nation Tested. (A map on which are indicated names of famous authors, properly placed on the map to show the birthplace of the writers, or the places with which the writers are closely associated. A fairly large map on a sheet of cardboard with colored lettering to show famous birthplaces, would make an attractive display).

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Suggested Graphs

1. Show by graph the rise of newspapers and magazines in the United States. Find in any history of American literature approved by the teacher the pages dealing with periodicals of this time. Decide on the names of magazines with important circulation, such as The Atlantic Monthly, The Overland Monthly, The Southern Literary Messenger, Godey's Lady's Book. Indicate on your graph paper, at the top of the sheet, date intervals. At the sides of the sheet indicate measurements of increased circulation. Choose a color for the line representing each magazine, finally draw the lines on the graph.

2. Plot the graph to show the increase in the number of magazines published in the United States during this period. At the top of your sheet put date intervals. At the sides show a measurement of increase in number of magazines.

3. Show by graph the life span of the most important authors from 1805 through this period. Use colored crayons (color for each type of writer). If an author is noted for more than one form of writing, draw his line double, in more than one color. At the top of this graph put the periods with the dates. The vertical lines will divide the periods. At the sides of the graph sheet indicate intervals of five years. The horizontal lines indicate the dates of the lives of the authors.

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2 Prepared especially for use with Cross, Tom Pecte, Smith, Reed, and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.
Short Answer

1. What little book, issued in this period, was destined to turn American poetry upside down? Who was the author?

2. Who had defined the short story in this period and helped to establish it firmly as a type?

3. What name is linked with Poe's in this period when we speak of the short story? What name is mentioned with Poe's when we think of the criticism written in this period? Does this linking mean that these men wrote together?

4. Who found Little Giffen wounded in a hospital? What poem, written in the ballad stanza, did you read by the author of "Little Giffin?"

5. After Little Giffen had been nursed back to health, what became of him?

6. How long did Lincoln wait to answer Greeley's public letter?

7. In relation to the Civil War, when was Lincoln's first inaugural address given?

8. Where is the scene laid for "The Ambitious Guest"?

9. What in "The Ambitious Guest" makes it characteristic of Hawthorne?

10. What was the most distinguished characteristic of the guest in Hawthorne's tale of the man who stopped in the mountain hut?

11. Why do we say the theme of this story is the vanity of ambition?

12. Why did David Swann fail to respond to the rich couple and to the young lady who would have given him perfect bliss?

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Multiple Choice Test

(Underline the Correct Statement of Each Group)

1. After the period of reconstruction (a) the nation fell to pieces, (b) the country depended upon its navy for its very existence, (c) the nation entered a period of bitter and bloody strife, (d) the country emerged consecrated to a reunited nationalism.

2. Transcendentalism teaches (a) Mormonism, (b) Abolition, (c) that dental and medical science are the supreme attainments of man, (d) that the most valuable knowledge is the higher truth attained independently of the senses and the mind.

3. This period (a) saw New England culture and creative power reach its peak in literature, (b) was a slack one so far as writing was concerned, (c) developed the best literary powers of Benjamin Franklin, Thomas Jefferson, and John Adams, (d) was characterized by the great number of new poets who refused to be shackled by rhyme.

4. Henry Timrod says (a) a jasmine burns its fragrant lamps in the woods, (b) writes of the New England spring, (c) tells the romance of a fay and her sweetheart, (d) laments the spring, just passed, that has kissed the south good-by.

5. Timrod's "Ode" was sung (a) when a statue of a bronze color-bearer on a granite shaft was unveiled, (b) when the graves of the Confederate dead were decorated in 1867 in Magnolia Cemetery.

6. Lincoln's Letter to Horace Greeley was written (a) in reply to a demand for immediate emancipation published by Greeley, (b) in a secret effort to stop Greeley's criticism, (c) in appeal for the freedom of the slaves, (d) in too great a hurry.

7. Lincoln's Second Inaugural Address (a) shows Lincoln's aim to bring as far as possible the opposing sides into accord, (b) shows his plea for the continuation of the war, (c) reports that Lincoln said,

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"There is no peace to be purchased at the price of chains and slavery," (d) shows the despair of Lincoln at the outcome of the recently ended war.

8. Hawthorne's "The Ambitious Guest" is (a) based on fact, (b) entirely imaginary, (c) perfectly impossible as a story, (d) a page of truth from a diary.

9. The theme of "The Ambitious Guest" is (a) Hospitality Brings Reward, (b) Strangers are Bad Luck, (c) The Vanity of Ambition, (d) The Grimness of Nature.

10. The style of "The Ambitious Guest" is (a) impressionistic, (b) simple, (c) ornate, (d) unusual and queer.

11. David Swann (a) met the rich old couple in his grocery store, (b) saw the rich old couple in the stagecoach, (c) never saw the rich old couple, (d) saw the rich old couple when he went to repair their coach.
IV

The Nation United

Grade D

1. At least D class standing.
2. Average at least D on all the tests of the period.
3. Write two themes; select the topics from the theme list in the unit. If you prefer you may write one composition, and make one oral report.

Grade C

1. Complete the work for D.
2. At least C class standing.
3. Average at least C on all the tests of the period.
4. Select a topic from the theme list, or make one for yourself, for an oral report. Select a topic which you have not used before.

Grade B

1. Complete the work for C.
2. At least B class standing.
3. Average at least B on all the tests of the period.
4. Select the most interesting topic from illustrations and models and follow its instructions.
5. Chart or graph the representative types of writing in the different sections of the United States for the period under the following headings: authors, section of the country, form (whether prose or poetry), type of writing, title of work.
6. Write a two-hundred-and-fifty-word theme on one of the topics from the list; be sure the topic has not been used before unless you are planning a short story which may be carried from one period to another. In this case consult the instructor for special check on the Contract Record Card.

Grade A

1. Complete the work for B.

2. A class standing.

3. Average A on all the tests of the period.

4. Make an oral report before the class on one of the items on the collateral reading list.

5. Make a written report, using the form for collateral reading reports on one item in the reading list or on some approved book which you enjoyed; consult the instructor before making any substitution.

Collateral Reading

Harte, Bret

- *Idyll of Red Gulch*
- *Luck of Roaring Camp*
- *Outcasts of Poker Flat*
- *Tennessee’s Partner*

Harris, Joel Chandler

- *Rhythms with Uncle Remus*
- *Uncle Remus, His Songs and Stories*

Hamilton, J.G.

- *Selections from the Writings of Abraham Lincoln*

Hay, John

- *Pike County Ballads*

Hill, Frederick Trevor

- *Abraham Lincoln, the Lawyer*
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holmes, Oliver Wendell</td>
<td>Autocrat of the Breakfast Table</td>
</tr>
<tr>
<td></td>
<td>Elsie Venner</td>
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<tr>
<td></td>
<td>Over the Teacups</td>
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<td></td>
<td>Poet at the Breakfast Table</td>
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<td></td>
<td>Professor at the Breakfast Table</td>
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<tr>
<td>Holland, J. G.</td>
<td>Arthur Bonnicastle</td>
</tr>
<tr>
<td>Rough, Emerson</td>
<td>Covered Wagon</td>
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<tr>
<td>Howells, William Dean</td>
<td>North of '26</td>
</tr>
<tr>
<td>Howells, William Dean</td>
<td>Modern Instance</td>
</tr>
<tr>
<td>Jackson, Helen Hunt</td>
<td>Rise of Silas Lanham</td>
</tr>
<tr>
<td>James, Henry</td>
<td>Ramona</td>
</tr>
<tr>
<td>Kennedy, John Pendleton</td>
<td>Daisy Miller</td>
</tr>
<tr>
<td>Longfellow, Henry W.</td>
<td>Horseshoe Robinson</td>
</tr>
<tr>
<td></td>
<td>Red Rock</td>
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<td></td>
<td>Rob of the Bowl</td>
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<td>Swallow Barn</td>
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<tr>
<td>Longfellow, Henry W.</td>
<td>Courtship of Miles Standish</td>
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<td></td>
<td>Evangeline</td>
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<td></td>
<td>Ladder of Saint Augustine</td>
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<tr>
<td></td>
<td>Sandolphins (for comparison with Poe's Israfel)</td>
</tr>
<tr>
<td></td>
<td>Tales of a Teavside Inn</td>
</tr>
</tbody>
</table>
Lowell, James Russell

Among my Books

Fable for Critics

Selections from The Biglow Papers

First Series: "What Mr. Robinson Thinks"

Second Series: "Sunshine in the Pastoral Line"

Selections from Leaves from my Journal in Italy

At Sea

A Few Bits of Roman Mosaic

My Study Windows

Selections from New England Two Centuries Ago

Puritanism and Democracy

Melville, Herman

Moby Dick

Omoo

Redburn

White Jacket

Typee

Mitchell, Silas Weir

Hugh Davy, Free Quaker

Motley, John Lathrop

Merrymount

Morton's Hope

Muir, John

My First Summer in the Sierras

Story of My Boyhood and Youth

Nicolay, Helen

Rex's Life of Abraham Lincoln
Page, Thomas Nelson
In Old Virginia
Red Rock

Parkman, Francis
Conspiracy of Pontiac
Montcalm and Wolfe

Prescott, William Hickling
Conquest of Mexico
Conquest of Peru

Rothchild, Alonzo
Lincoln, Man of Men

Riggs, Kate Douglas Wiggins
In My Garden of Memories
New Chronicles of Rebecca
Rebecca of Sunny Brook Farm

Shauffler, R. H.
Lincoln's Birthday

Sims, William Gilmore
Katherine Walton
Mellicamp
Partisans
Yemassee

Stephenson, N. W.
Abraham Lincoln and the Union

Stockton, Frank
Casting Away of Mrs. Leaks and Mrs. Aleshine
"Lady or the Tiger" (short story)
Rudder Grange

Stevens, James
Paul Bunyan

Stowe, Harriet Beecher
Dred
Uncle Tom's Cabin
Thompson, Maurice
Alice of Old Vincennes

Thoreau, Henry David
Civil Disobedience
Concussion
Pond in Winter
Smoke
Solitude
Where I Lived

Wallace, Lew
Ben Hur
Fair God

Warner, Charles Dudley
In the Wilderness

Webster, Daniel
Reply to Hayne

Whittier, John Greenleaf
Barbara Freitchie
Leaves from Margaret Smith's Journal
Legends of New England

Wister, Owen
The Virginian
Theme Topics

Plain Living and High Thinking
For Better or Worse (the Wedding of Priscilla and John Alden)
The Humor Element in Lowell's Writings
The Village Smithy
Lenier -- the Musician-Poet

Thoreau
   His Life at Walden
   The Naturalist

Longfellow's Home and His Children

Walt Whitman
   The Man
   The Poet

Herman Melville (biography)

New Orleans as Hearn Knew It
The Wayside Inn
The Creole Land
The Lure of Japan (Hearn)
Manners of the Day

New Lamps in America
   Education
   Invention

American Painters of the Period

---
1 Refer to Patten, Fred Lewis, Literature Since 1870, (New York: Century, 1923, pp. 163-165).
2 Read Forbes's O. Gentle! Lady
Illustrations and Models

Drawings

Baker's Blue-Jay (p. 175)
Free Joe (p. 178)
The Rhodora (p. 187)
The Last Leaf (p. 238)
A Live-Oak in Louisiana (p. 243)
Old Salt Kossabone (p. 250)
Truthful James (p. 256)
The Heathen Chinee (p. 256)
A Salt Marsh in Georgia (p. 266)
Nebuchadnezzar (p. 270)
A Bird Lowell Knew (p. 296)
One of Thoreau's Neighbors (p. 313)
A Mississippi Steamboat (p. 332)

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Buffalo (p. 360)

Models

The Snowstorm in the Mountains (p. 167)
A Schoolgirl of Thiel's Boyhood Days (p. 234)
A Banjo that Might Have Been Past (p. 270)
Little Boy Blue (p. 273)
Huck Finn's Raft (p. 320)
In the Pilot House (p. 332)

Tests

1. Who were the persons turned out of Poker Flat?

2. In which of these characters did no good emerge as the story progressed?

3. In the story of Joel Chandler Harris how did Major Frampton's game with the Judge result in unhappiness for Joe?

4. What was Spite Calderwood's attitude toward Free Joe?

5. What became of Lucinda?

6. In what poem does Emerson say that truth and beauty cannot be separated?

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7. What is the theme of Emerson's "Days"?

8. What does Walt Whitman consider to be miracles?

9. What seems surprising to Whitman in "I Saw in Louisiana a Live-Oak"?

10. What challenge is given the soul in "Darest Thou Now, O Soul"?

11. Lowell says in "My Garden Acquaintance," "The ------ is as shy as the ------ is vulgarly familiar." Fill in these blanks.

12. Who so well described an insect of the warm countries that we feel the horror of the creature? In what selection?

13. In what piece of fiction does George Washington Cable show his knowledge of the Arcadians living near New Orleans?

14. What did Mark Twain take up as an occupation when he found he could not explore South America?

15. Name two difficulties that made piloting a big job.
Topical Arrangement of *The Vision of Sir Launfal*

(Arrange the topics given below so that they will follow exactly the plan of the story. Put down in proper order the first word of each topic).

Discovery of the new heir in the castle

Sleep on the rushes

Hope for a vision

First meeting with the leper

Spring and its inspiration to Sir Launfal

Organist and his approaching theme

Greediness of earth and free giving of heaven

Good in nature and bad in man

Christmas in the hall

Perfection in June

Sir Launfal determines to keep his vow

Scornful giving

Castle closed to Sir Launfal

Daydreams and a desert

Giving in the true spirit of love and sympathy

Second request for alms

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(This test is recommended for the upper level groups only. The lower groups may take it if they care to).
Revelation of Christ
Awakening to reality
Bleakness of winter
Start of the quest
The Turn from Romanticism to Realism

Grade D

1. At least D class standing.

2. Average at least D on all tests of the period.

3. Answer the following four questions on the class lecture on the early short story in America:
   a. What are the three narrative elements of the short story?
   b. Define each element.
   c. By what plan may we study stories that require discussion because of difficulty?
   d. Does the length always refer to the number of words?

(The instructor may build up a simple lecture, according to the ability of the class, based on these four parts).

4. In a few short paragraphs for each story introduce a stranger in literature to the following:
   a. "The Revolt of Mother"
   b. "All Gold Canon"
   c. "The Gift of the Magi"
   d. "The Neighbors"

Grade C

1. Complete the work for D.

2. At least C class standing.
3. Average at least C on all tests of the period.

4. Memorize twenty-five lines of poetry from the period.

5. Chart the following facts about ten authors of the period:
   a. Date and place of birth.
   b. Section of country in which he lived and section of which he wrote.
   c. Type of writing which he did; illustrate the type by quoted and referred passages from his works.

   Grade B

1. Complete the work for C.

2. At least B class standing.

3. Average at least B on all tests of the period.

4. Read a one-act play outside of the text; report this play orally from the notes and record made on small cards. These cards must be handed to the instructor for observation.

5. Make a literary map of the fifty items in Contract C. Add this to the map made in the former period study.

   Grade A

1. Complete the work for B.

2. A class standing.

3. Average A on all tests of the period.

4. Select one Kentuckian who has written more than one book or story for publication. Write an interesting biography of this person. It will be more interesting if this biography is supplemented with short selections from his works.

5. Write a critical review that might be published in the book section.
of a newspaper of a book which you enjoyed in the period.

6. Make an oral report, in the class, on the history of ballads. If it is possible bring several types of ballads to the class. (The class always enjoys a variation. Why not have at least one ballad sung?)

Collateral Reading

Cather, Willa
Churchill, Winston
Cobb, Irving
Curwood, James Oliver
Davis, Richard Harding
Dixon, Thomas
Ferber, Edna
Ford, Paul Leicester
Freeman, Mary E. Wilkins
Fox, John, Jr.
Gale, Zona

Death Comes for the Archbishop
Coniston
On an Island that Cost Twenty-Four Dollars
The Black Hunter
Soldiers of Fortune
The Clansman
Show Boat
So Big
The Honorable Peter Stirling
New England Nun and Other Stories
Pembroke
People of Our Neighborhood
Portion of Labor
Erskine Dale, Pioneer
Little Shepherd of Kingdom Come
Trail of the Lonesome Pine
Miss Lula Batt
Harris, Cora  
- Circuit Rider's Wife

Hudson, William Henry  
- Crystal Age
- Green Mansions
- Purple Land

Hurst, Fannie  
- Humoresque

Jewett, Sarah Orne  
- Country of Pointed Firs
- Deephaven

Johnston, Mary  
- Great Valley
- To Have and to Hold

Lewis, Sinclair  
- Arrowsmith
- Main Street

Lincoln, Joseph  
- Capt'n Erie
- Galush the Magnificent
- Mr. Pratt
- Peel Trait

London, Jack  
- Call of the Wild
- Sea Wolf

Nicholson, Meredith  
- Hoosier Chronicle

Norris, Kathleen  
- Mother

Rice, Alice Hegan  
- Lark Legacy
- Mr. Pete and Company
- Mrs. Wiggs of the Cabbage Patch

Rinehart, Mary Roberts  
- Album
Breaking Point
Circular Staircase
Lost Ecstasy

Roberts, Elizabeth Maddox  
Great Meadow

Tarkington, Booth  
Seventeen
Magnificent Ambersons
Turmoil

Wharton, Edith  
Age of Innocence
New Year's Day

White, Stewart Edward  
Blazed Trail

(Poetry)

Benet, Stephen Vincent  
John Brown's Body

Millay, Edna St. Vincent  
Harp Weaver's Dream

Theme Topics

Realism

Old World Ballad Survivals in Kentucky

Edwin Markham (a biography)

The Rise of Western Literature

Jessie James

William F. Cody, Scout

Along the Gypsy Trail
Passing Customs and Institutions
At the Crossroads (a precis)
Songs of the Western Plains on Radio Today
Comparison of Stevens's Listed Poems
Emily Dickinson (a biography)
Riley's Humorous Poetry
Romantic Aspects in Realistic Writings
Realism and Romance (a comparison of writers of the period with romantic writers in earlier periods of American literature).
Roosevelt and Wilson as Literary Men
Why I Like O. Henry Better (or Less) Than Booth Tarkington
Why I Like This Period Better (or Less) Than the Preceding Periods.

(Perhaps the collateral reading list will suggest other titles to you. If these seem too difficult, the C and D Contracts may have substitutions)

Tests

Short Answer Test

1. Why is it not necessary to begin the study of this period with a study of history?

1 Prepared especially for use with Cross, Tom Peete, Smith, Reed, and Stauffer, Elmer C., American Writers, Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.
2. What feeling was shown by the wayfarer in Stephen Crane's poem as he saw the weeds in the pathway and mumbled, "Well doubtless there are other roads"?

3. What does the horizon represent in Crane's poem "I Saw a Man"?

4. Emily Dickinson says she will not have lived in vain if she can feel she has accomplished one certain thing. What is it?

5. What poem of Emily Dickinson calls to memory Whitman's "Goodbye My Fancy"? Why?

6. Where does Emily Dickinson say she hears God's sermons on the Sabbath?

7. How many lines has a sonnet? How many feet to the line? What is the rhythm?

8. Where is "Lord Lovel" still widely sung?

9. What ballad has the distinction of being the most popular of all ballads ever sung in Great Britain and America? What is the only traditional ballad which the negroes seem to sing?

10. Where do we get our native songs and ballads?

11. Define ballad. What region do we speak of as the great ballad reservoir of America?

(This test is given only as a type. It will be necessary for the individual instructor to make additional tests to meet the needs of individual groups)
VI

Recent Prose And Poetry

Grade D

1. At least D class standing.
2. Average at least D on all tests of the period.
3. Write a biography of one of the outstanding writers of the period. Construct a bibliography for the work; place this at the close of the paper. (If you are not sure about the construction of this bibliography, consult the instructor).

Grade C

1. Complete the work for D.
2. At least C class standing.
3. Average at least C on all tests of the period.
4. Write a travel letter based on material you have gained in reading a recent book of fiction or of travel.

Grade B

1. Complete the work for C.
2. At least B class standing.
3. Average at least B on all tests of the period.
4. Read three average-length recent poems to the class. You may supplement the reading with illustrations, explanations, or anything which you think will be of interest to the class.
5. Take a class survey of the pupils who enjoy recent poetry more than that of the preceding periods. Ask for the reasons.
Grade A

1. Complete the work for B.

2. A class standing.

3. Average A on all tests of the period.

4. Write a poem in free verse.

5. Write your honest opinion of the contract plan as more or less desirable than the more traditional method of teaching.

6. Do one of the following things:
   
a. Write a short one-act play and produce it for the class.

   b. Make a literary map of America. Indicate the sectionalism by different colors; indicate the periods, and give any additional information desired.

Collateral Reading

Adventure, Mystery and Thrills

Chambers, Robert W

Men They Hanged

Collins, Gilbert

Valley of Eyes Unseen

Wells, H.G.

Men Like Gods

Wister, Owen

Rime Machine

Virginian

---

1 Material in this list taken from Herzberg, Max J. and Center, Stella S., "Home Reading," (Chicago: National Council of Teachers of English, 1930).
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<tr>
<th>Adventure, Mystery and Thrills -- Animal Heroes</th>
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<td>James, Will</td>
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<td>Ollivant, Alfred</td>
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<td>Dawgs</td>
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<td>Smoky, The Cow Horse</td>
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<td>Bob, Son of Battle</td>
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<td>Clemens, Samuel</td>
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<td>Rinehart, Mary Roberts</td>
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<td>Wright Willard Huntington Bishop Murder Case</td>
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<td>Pudd'nhed Wilson</td>
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<td>Circular Staircase</td>
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<td>Purman, Lucy</td>
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<td>Hearn, Lafcadio</td>
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<td>Quare Women</td>
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<tr>
<td>Glass Window (sequel to Quare Women)</td>
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<td>Chita</td>
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<td>Wodehouse, Pelham</td>
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<td>Paul Bunyan</td>
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<td>Grenville</td>
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<td>Meet Mr. Mulliner</td>
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<td>Emma</td>
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<td>Single-Handed</td>
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McFee, William
Parish, Ann
Wilson, Mary Badger
Williams, Ben Ames

Love Stories
Allen, James Lane
Cable, George Washington
Locke, William John

Our Own Times
Gilfillin, Laura
Lewis, Sinclair
Tarkington, Booth
White, William Allen

Seafarers
Hawes, Charles B.
Kyne, Peter B.
Nordhoff, Charles

Command
Perennial Bachelor
Painted City
Splendor
Kentucky Cardinal
Dr. Sevier
Beloved Vagabond
Simon the Jester
I Went to Pitt College
Babbitt
Alice Adams
A Certain Rich Man
Dark Frigate
Great Quest
Mutineers
Canny Bicks
Derelict
Pearl Lagoon
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<td>Cather, Willa</td>
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<td>O. Henry (William Sidney Porter)</td>
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<td>Lardner, Ring W.</td>
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<td><em>Philosophy and Four Other Stories</em></td>
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**Non-Fiction Prose**

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<td>Austin, Mary Hunter</td>
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**Thrilling and True Adventure**

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<td>Byrd, Richard E.</td>
<td><em>Skyward</em></td>
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<td><em>Flight</em></td>
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Finger, Charles Joseph  
Highwaymen

Hough, Emerson  
Story of the Cowboy

Lindbergh, Anne Morrow  
North to the Orient

Roosevelt Theodore  
Winning the West

Essays

Upon the Important Art of Living

Erskine, John  
Moral Obligation to Be Intelligent

Hagedorn, Hermann  
You Are the Hope of the World

Roosevelt, Theodore  
American Ideals and Other Essays

Surprising Essays

Lindsay, Vachel  
Handy Guide for Beggars

Morley, Christopher  
Shandy Gaff

Hince Pie

Pipsticks

Repliier, Agnes  
Points of Friction

Narratives of Travel and Adventure

[Men and Women who Have Made Records]

Amundsen, Roald E. G.  
South Pole (by the first man to find it)

Graham, Stephen  
Tramping With a Poet in the Rockies

Perkins, Edna Brush  
White Heart of the Mojave

Two Women in Death Valley
Powell, John Wesley  
First through the Grand Canyon

Rinehart, Mary Roberts  
Tenting Tonight  
Through the Glacier National Park

Also Worth Hearing About

Longstreth, Thomas Morris  
Catskills

Dixon, Winifred Hawridge  
Westward Hoboes (by auto)

Mills, Enos Abijah  
Snake of the Rockies

Muir, John  
Our National Parks

Seeing America

Brooks, John Graham  
As Others See Us

Dimock, Anthony Weston  
Florida Enchantments

Muir, John  
Thousand Mile Walk to the Gulf

Great Cities

Bercovici, Konrad  
Around the World in New York

Dreiser, Theodore  
Color of a Great City

Irwin, Will  
Highlights of Manhattan

Latimer, Louise Payson  
Your Washington and Mine

Maurice, Arthur Bartlett  
Novelists's New York

Wandering About and Seeing Things

Clemens, Samuel  
Following the Equator  
inocents Abroad
Halliburton, Richard  Glorious Adventure
Taylor, Bayard  Views Afoot

The Continent
Fisher, Dorothy Canfield  Home Fires in France

Alaska and the Polar Regions
Stefansson, Vilhjalmur  My Life With the Eskimo
  Friendly Arctic
  Northward Ho!

Palms and Lagoons and Cannibals
London, Jack  Cruise of the Swan (an amateur expedition)
Muir, John  Cruise of the Corwin

Africa, Elephants, and Hippopotami
Johnson, Martin  Lion
Roosevelt, Theodore  African Game Trails
White, Stewart Edward  Land of Footprints
  African Camp Fires

In the West
Custer, Elizabeth  Boots and Saddle
Dellenbaugh, Frederick  Samuel
Hagedorn, Herman  Roosevelt in the Bad Lands
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<tr>
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<td>Inman, Henry</td>
<td>Old Santa Fe Trail</td>
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<td>Moon, Grace Purdie and Carl</td>
<td>Lost Indian Magic</td>
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<td>Muir, John</td>
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<td>Lives of Courage and Triumph</td>
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<td>Addams, Jane</td>
<td>Twenty Years at Hull House</td>
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<td>Antin, Mary</td>
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Jordan, Elizabeth Garner  
Story of a Pioneer

Keller, Helen  
Story of My Life

Marjoribanks, Edward  
For the Defence

Panunzio, Constantine  
Soul of an Immigrant

Pupin, Michael  
From Immigrant to Inventor

Russell, Isaac K. and Driggs, Howard Roscoe  
Hidden Heroes of the Rockies

Washington, Booker T.  
Up From Slavery

Life of the Indian

Eastman, Charles Alexander  
Indian Boyhood

From the Deep Woods to Civilization

Leforge, Thomas H.  
Memories of a White Crow Indian

Lives of Men of Action and Adventure

Hasbrouck, Louise Seymour  
Israel Putnam

Meigs, Cornelia  
As the Crow Flies

Russell, Phillips  
John Paul Jones

Roosevelt, Theodore  
Autobiography

Seymour, Flora Warren  
Boys' Life of Fremont

Smith, Arthur D. H.  
John Jacob Astor

Thomas, Lowell  
Count Luckner

Vetal, Stanley  
Kit Carson
Lives of Statesmen and Leaders

Abbot, Lawrence Frazier: Impressions of Roosevelt
Anthony, Katherine Susan: Bryan
Bradford, Gamaliel: Lee the American
Charnwood, Godfrey Rathbone: Abraham Lincoln
Dodd, William Edward: "Woodrow Wilson and His Work"
Ford, Paul Leicester: True George Washington
Franklin, Benjamin: Autobiography
Gilman, Bradley: Roosevelt, the Happy Warrior
Lodge, Henry Cabot: George Washington
Russell, Phillips: Benjamin Franklin, the First Civilized American
Sandburg, Carl: Abraham Lincoln, the Prairie Years
Slusser, Effie Young: Abe Lincoln Grows Up
Sutcliffe, Alice Cary: Stories of Luther Burbank and His Plant School
Tomlinson, Everett T.: Robert Fulton
Trabell, Ida: Story of General Pershing
Wister, Owen: In the Footsteps of the Lincolns

Life of Abraham Lincoln
Life of Napoleon

Seventeen Ages of Washington
Recent Lives of Authors and Publishers

Maurois, Andre
Seitz, Don Carlos

Recent Lives of Authors and Publishers

Emerson, the Wisest American
Joseph Pulitzer
James Gordon Bennett

Recollections of Interesting Experiences

Bagby, George William
Burroughs, John
Garland, Hamlin
Hale, Edward Everett
Larcom, Lucy
Muir, John

Old Virginia Gentleman
My Boyhood
Son of the Middle Border
Daughter of the Middle Border
New England Boyhood
New England Girlhood
Story of My Boyhood and Youth

Women Who Were Leaders

Barton, William E.
Barrie, Sir James M.
Dean, Elizabeth Pippincott
Fields, James Thomas
Gilcrest, Beth Bradford
Palmer, George Herbert
Richards, Laura Elizabeth Howe
Shaw, Anna Howard

Life of Clara Barton
Margaret Ogilvy
Dolly Madison, the Nation's Hostess
Yesterdays with Authors
Life of Mary Lyon
Life of Alice Freeman Palmer
Abigail Adams and Her Times
Story of a Pioneer
Theme Topics

The Modern Short Story
Had O. Henry Lived in New England
Dogs
My Favorite Tarkington Story
The Singing Tower and Edward Bok
Emily Dickinson and Her Poetry
Florida of Today
The Imagists
The New England Poets
Vachel Lindsay
The Poetry of Carl Sandburg
Nathalia Crane
Louis Untermeyer's Contribution to American Literature
Subjects of Recent Prose and Poetry
Why Free Verse
My Favorite Author of the Period
Outstanding Soldier-Poets (American)
Vagabondia In and Out of Verse
Beautiful Words in the Poetry of the Period
Sinclair Lewis, the Realist
The Continental Gypsy and the American Scene
New England

Of Bryant's Day

Of Robert Frost's Day

Zona Gale

Recent Motion Pictures from American Books

Types of Short Stories in American Magazines

2

Tests

Short-Answer Tests

1. In what two ways is the new poetry different from the old?

2. What is the aim of the new poets?

3. Name seven of the leaders of the new movement.

4. What book of poetry was a best seller?

5. Give the approximate dates of the new movement.

6. What has been the effect of the new poetry?

7. What have been the chief faults of the new movement?

True-False Test 3

(Place F after each statement you consider false, and T after each statement you consider true).

2 Prepared especially for use with Cross, Tom Peete, Smith, Reed and Stauffer, Elmer C., American Writers. Good Reading for High School, (New York, Ginn, 1931); reproduced by special arrangement with Ginn and Company.

3 Ibid.
1. In free verse we find absence of regular beat and absence of regular line length.

2. Recent poetry always rhymes.

3. The new poets use conversational, everyday language.

4. The poems of the new movement are found to be too silly to be considered real poetry.

5. New poetry tenderly cherishes well-known poetic cliches.

6. The new poets never use slang.

7. The new poetry is realistic in spirit.

8. A wide range of subjects, including even the commonplace and disagreeable, characterize the new poetry.

9. The new poets unfortunately lack insight, and their poetry is swathed in disillusion.

10. New poetry has no objective quality; nothing is described for its own sake, but for the sake of telling what the poet feels.

Short-Answer Questions on the Text

1. What literary type has developed most recently?

2. What use was made of the short play on the Continent and in England?

3. What factors entered into the development of the one-act play?

4. How are one-act plays and short stories similar?
SUMMARY AND CONCLUSIONS

Governing ideas of this study as a whole are:

1. A definite provision for different levels of mastery.

2. An opportunity for the individual pupil to place himself at the grade-level which he desires.

Though the adjustment of the work to be done to the capacity of the pupils has always constituted the chief problem of the teacher, sufficient attention has not hitherto been devoted to it from the point of view of the individual pupil. All too frequently the preparation set has merely required the study of a certain number of pages in a text-book or manual, and often this requirement has been hurled at the pupil at the end of the class period after the pre-dismissal gong has claimed his attention. Under these circumstances it is no wonder that the child fails to grasp the exact meaning of the hastily fixed assignment, and even its relation to the subject in hand.

Helen Parkhurst, in her book on the Dalton plan,1 states that the conditions of a good assignment are that it shall be invariably written, not oral, clearly expressed, and designed to show the pupil what it is leading up to. In drawing it up the teacher must lose the idea that she is preparing a plan for herself. What is needed is a plan to be used by the pupils as a guide in their attack upon parts

of their contract job. A good assignment represents a block of the whole job from the standpoint of the pupil himself.

During the execution of this plan various pupils were asked to state frankly their opinions of the plan. These pupils represented the high, the middle, and the low group. Invariably two types of answers were received: "I like it because I know exactly what is expected of me and where I stand in grades," and, "It's a lot of work, but it's not so bad, after all." At the beginning of the school year, September, 1935, the plan was explained to the class and they were asked whether they would like to try it for the year. There was a hearty acceptance. Even the slowest member in the class, one whose past grade-record was liberally sprinkled with failures and conditions, responded as never before, because he felt that now he need not dread the challenge in class work and grades which the upper group had always given to him. The contract plan in true operation eliminates failure. The following is a distribution of the grades of the twenty-four members of the class using the plan:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
</tr>
</tbody>
</table>

The daily assignment was not materially changed from the more traditional method, though in the case of biographical study or of classics
given only in part in the text, the instructor introduced for a part of the period the lecture plan in an effort to span a small part of the chasm between high school English and that of college. The system of note-taking studied in the composition phase of the year's work was put to use here. Many parts of the term-contracts fitted into the daily lesson and were given before the entire class as time permitted. Parts of the upper-level contracts were especially helpful to the class, as in the case of certain of the oral reports and many of the models and illustrations. A specific example of the unit work which was done outside of the class but presented at the class period is the graphs showing the rise of newspapers and magazines in the United States, Contract III, page 32.

In the actual practice of this plan there were only a few pupils found whose habits and sense of responsibility were so poor they failed in organizing their time to complete the contracts. The lessons learned in having to plan his own time are necessary parts of the pupil's education. The ability to fit a definite assignment into a definite time, to plan a coming day, thus demonstrating the ability to organize his work, are determining factors toward adult success.

In judging the pupil's ability to accomplish these contracts, the reader must keep in mind that the levels of work have been discussed in class, and that the instructor was at hand to give help and criticize the results.
This plan offers a practical scheme for a practical arrangement of instruction that permits the powers and abilities of the individual pupil to develop. Experience with the plan seems to indicate that its real contribution to educational problems will be in the freeing of teacher and pupils from the present difficult situation of limitation. The mental habits that undoubtedly result from the plan will eliminate the trivial and include the things that are most essential.

The cultivation of an intelligent appreciation of and love for, the best literature does not mean vague and gushing enthusiasm. It means, rather, reading with comprehension of the whole matter. The purpose of the author, as well as the words used, the literary facts which involve the author's life, the history of his time, and a background of the work in hand are the fundamental objectives in the study of masterpieces. Too often the larger matter of general purpose is obscured by minute attention to details.

It is difficult to determine the proportion of pupil's themes which are determined by the books he studies. Perhaps the greater number are based on his observation and experience. If the reading of the pupil is properly limited, there is no reason why his observations of certain books read should not be as interesting as his observations of other things. The masterpieces may be used in a comparative sense to accomplish this ideal situation, though not to encourage deliberate copying.
"These, then, are the results to be desired—understanding and appreciation; understanding of meanings, understanding of effects, appreciation of whatever is excellent about the work studied or its author. With true understanding will come liking for what is understood, and by insensible degrees a taste for the best will be formed."

To conclude, this study specifically aims at meeting, though perhaps in a small way the needs of American literature classes in American high schools.

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