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A STUDY TO ESTABLISH CRITERIA FOR CREATING THEMATIC LITERATURE UNITS
APPROPRIATE TO LDS SECONDARY SCHOOLS IN THE SOUTH PACIFIC,
AND THE CREATION OF THREE SUCH UNITS

A Thesis

Presented to the
Graduate Department of Education
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Ronald F. Malan

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Deepest love and appreciation are expressed to my wife Donna, to our daughters, Cathy, Michelle, and Marina, and to my parents. The former have made many sacrifices that this work might go forward; the latter taught me the value of work and the necessity of personal integrity, without which I might have sloughed off a curriculum which did not effectively meet the needs of the students exposed to it.

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To those students--to all of the Semos, Foga'as, Peatos, Meres, and Ioanes in the Islands--and to my family, this study and the work that will hopefully stem from it are affectionately dedicated.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

Statement of the Problem

The purpose of this study was twofold: (a) to develop criteria for creating thematic literature units appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific, and (b) to create three thematic literature units at the Form 5 (11th grade) level which would exemplify the recommended criteria.

Importance of the Study

Much has been written about the individualization of instruction, and several programs have been established by foundations, corporations, and school districts, to develop appropriate materials. However, individualizing instruction to meet the needs of culturally disadvantaged students has scarcely been seriously broached, and the even greater problems of individualizing instruction for students who are required to function in English as their second language have not even been considered in the literature.

The range of individual differences in the LDS South Pacific schools covers a much broader spectrum than even such differences in American schools, at least to date. The literature, however, revealed

no sequenced, controlled study of the components of individualized instruction, and thus it was impossible to determine which aspects of such instruction, if any, might be applicable to Island schools.

A need was therefore apparent: the validation of methods of individualizing instruction, not only for second-language schools, but for any and every school. In order to identify as many as possible of the variables operating in an individualized instruction mode, it seemed imperative to begin by establishing appropriate criteria for developing the individualized curriculum materials, which are the vehicle by which any individualized program must proceed.

II. THESIS QUESTIONS

Answers to the following questions were sought in order to develop criteria for creating thematic literature units appropriate to students in the LDS secondary schools in the South Pacific:

1. What teaching methods and approaches, compatible with the thematic approach, should be emphasized in creating literature units appropriate to LDS secondary students in the South Pacific?
2. What should be the objectives of these thematic literature units?
3. In what ways can thematic literature units be designed realistically to allow for the individual differences among the Polynesian students and for the general differences between the Polynesian and the Caucasian students?

4. What specific themes should be emphasized in thematic literature units created for the LDS schools of the South Pacific?

III. DELIMITATIONS OF THE STUDY

This study was concerned only with LDS secondary schools in the South Pacific. Only the thematic approach to literature was considered, and no direct attention was given to language arts areas other than literature.

Only the opinions of literature teachers and administrators with two or more years of experience in the LDS secondary schools of the South Pacific were considered in developing criteria for creating the specified thematic literature units.

IV. DEFINITION OF TERMS

Thematic literature instruction. This approach to literature focuses learning on the theme or message of the literary piece(s) studied.

LDS. This acronym signifies the Church of Jesus Christ of Latter-day Saints.

LDS secondary schools in the South Pacific. For the purposes of this study, the LDS secondary schools in the South Pacific are the Church College of Western Samoa (CCWS), Mapusaga High School in American Samoa (MHS), and Liahona High School in Tonga (LHS).

TESL. This acronym represents Teaching English as a Second Language. Variants include ESL, English as a Second Language, and TESOL, Teaching English to Speakers of Other Languages.

IV. ORGANIZATION OF THE STUDY

Chapter I presents a statement of the problem, thesis questions to be answered, delimitations of the study, definitions of terms, and an outline of the remainder of the study.

Chapter II contains a review of the relevant literature. The review includes a discussion of the rationale and description of individualized instruction, organizational structures permitting individualized instruction, curriculum materials permitting individualized instruction, research activities related to individualized instruction, research activities relevant to individualized learning packages, and individualization of literature instruction.

Chapter III discusses the research design. Included in the discussion are the sample, the instrument, and procedures and methods of analyzing the data.

Chapter IV presents the findings of the study.

Chapter V contains a summary of the study, the findings of the study, the conclusions drawn from those findings, and recommendations deriving from the study.

CHAPTER II

REVIEW OF THE LITERATURE

Volumes have been written in regard to the need for individualized instruction and in presenting programs claiming to meet individual differences. Although the rationale for individualized instruction and organizational structures which permit individualization will be considered in this review, the primary focus will rest upon individualized materials.

I. RATIONALE AND DESCRIPTION OF INDIVIDUALIZED INSTRUCTION

More than a century ago, Thoreau recorded an observation which holds deep significance for education:

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.¹

More recently, Goodlad and Anderson introduced a book which has become exceedingly influential in education, with this account:

Greek mythology tells us of the cruel robber, Procrustes (the stretcher). When travelers sought his house for shelter, they were tied onto an iron bedstead. If the traveler was shorter than the bed, Procrustes stretched him out until he was the same length as the bed. If he was longer, his limbs were chopped off to make him fit. Procrustes shaped both short and tall until

¹Brooks Atkinson (ed.), Walden and Other Writings of Henry David Thoreau (New York: The Modern Library, 1950), p. 290.

they were equally long and equally dead.

Certain time-honored practices of pupil classification, while perhaps not lethal, trap school-age travelers in much the same fashion as Procrustes' bed trapped the unwary. . . .²

Taba claimed that, regardless of our educational goals, "the curriculum still needs to be child-centered in the sense that a productive learning sequence cannot be constructed apart from starting where the child is and proceeding developmentally."³

Finally, Conant declared that ". . . it should be the policy of the school that every student has an individualized program."⁴

What is individualized instruction? Wolfson pictured it as requiring "the teacher to encourage individual interests, allow for individual styles, and respond to individual needs."⁵ "Individual styles" refers to the learning styles available to the student--visual (reading), aural (listening), physical or kinesthetic (doing things), or a combination of these.⁶ [The point is that each student has his own unique learning style or strategy, which must be recognized and

²John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School (New York: Harcourt, Brace and World, Inc., 1963), p. 1.

³Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 420.

⁴James B. Conant, The American High School Today (New York: McGraw-Hill, 1959), p. 46.

⁵Bernice J. Wolfson, "Individualizing Instruction," NEA Journal, 55:31, November, 1966.

⁶Frank Reissman, "Styles of Learning," NEA Journal, 55:15, March, 1966.

honored if the student is to succeed.

Pursuing individualized instruction beyond needs, learning rates and styles, Kapfer recommended individualizing the sequence of learning. He admitted that not all learning is sequential, but added that "group-paced instruction necessitates a single sequence which every student in the group must follow."⁷

Perhaps the most balanced description found in a pervasive review of the literature was that of Madeline Hunter, principal of UCLA's University Elementary School, as quoted by Swartz: "Individual instruction means something appropriate, but not necessarily different, for each child."⁸

II. ORGANIZATIONAL STRUCTURES PERMITTING INDIVIDUALIZED INSTRUCTION

Partly because of statements like those above, a great cry has gone up, demanding that educators recognize and honor the differences between and among their students. Much of the hue and cry is "full of sound and fury, signifying nothing."⁹ That is, educators are often guilty of talking at great length about individualizing instruction, and yet doing little more about it than label-changing. Perhaps a large

⁷Philip G. Kapfer, "Practical Approaches to Individualizing Instruction," Educational Screen and Audiovisual Guide, 47:16, May, 1968.

⁸Tina F. Swartz, "What Are Your Students Needs?" The Instructor, 78:158, August, 1968.

⁹William Shakespeare, "Macbeth," Act 5, scene v, 11. 27-28.

part of the problem is a lack of knowledge about what to do.

Intensifying the problem, however, is the fact that educators often have difficulty communicating their thoughts and innovations. The current literature revealed several examples of numerous terms being invented to describe what are essentially the same processes, ideas, or types of materials.

Nongraded Schools

Nongradedness is becoming a very popular educational innovation.¹⁰ It is defined as a

. . . philosophy of education that includes the notion of continuous progress, which promotes flexibility in grouping by the device of removing grade levels, which is designed to facilitate the teacher's role in providing for individual differences, and which is intended to eliminate or lessen the problems of retention and acceleration.¹¹

Nongradedness has, however, run into a dilemma which seems to accompany most, if not all, educational innovations. Goodlad visited many of the schools which claimed to be nongraded; he reported that he did not find any that were truly nongraded, and commented:

The purpose of a nongraded school is not to disguise individual differences by grouping youngsters in little compartments, but to expose the individual differences. When I see people locked into their little levels plan and their little groups,

¹⁰John I. Goodlad, "Individual Differences and Vertical Organization of the School," in National Society for the Study of Education, Individualizing Instruction (Chicago: NSSE, 1962), pp. 235-236.

¹¹D. M. McLeod, "What Is a Nongraded School?" Canadian Education and Research Digest, 8:38, March, 1968.

which they pretend are homogeneous, I realize that the concept of nongrading has hardly begun.¹²

In a different article, Goodlad said:

It should be clear by now that the nongraded plan is a system of organization and nothing more. Reorganization in and of itself will resolve only organizational problems. Nongraded structure is, therefore, no panacea for problems of curriculum and instruction. The teacher who suddenly finds himself teaching in a nongraded school will not necessarily experience any metamorphosis in his teaching. Until he understands what nongrading permits him to do, he will teach no differently from the way he taught before. . . . *Nongrading is a significant factor in school improvement only as it is seen and used by teachers as means to significant ends they wish to achieve.* [italics in the original]¹³

However, Goodlad agreed that there is indeed an integral relationship between the educational organization and the instructional materials, if individualized instruction is to be achieved: "But you cannot live for long in a non graded school with graded subject matter. And you cannot live for long in a truly nongraded school with graded textbooks."¹⁴

The Continuous Progress Plan

Before the dissolution of the Brigham Young University Laboratory School, its staff was developing a program which offered both a flexible organization and varied materials; the program was called the Continuous Progress Plan. Ovard described the curriculum as being

¹²John I. Goodlad, "Toward 2000 A.D. in Education," NCEA Bulletin, 65:19, August, 1968.

¹³Goodlad, loc. cit.

¹⁴Goodlad, loc. cit.; see also Taba, op. cit., pp. 426-428.

. . . organized so that students can progress through the course material moving from concept to concept without artificial barriers such as rigid groups, rigid schedules, and grade placement interrupting the logical sequence of work. . . .

The curriculum must be organized so that the student can progress through the course materials at a pace commensurate with his abilities, motivation, interest, and other personal factors.¹⁵

Read summarized the interrelationships among the organization, the materials, and other educational factors, as they exist in the Continuous Progress conceptual paradigm: there is a curriculum appropriate to social and personal development in the child, individualized instruction; nongraded or horizontal organization; more appropriate pupil progress reporting techniques than letter or number grades; and a much wider variety of learning materials and media.¹⁶

III. CURRICULUM MATERIALS PERMITTING INDIVIDUALIZED INSTRUCTION

In response to this increasing emphasis on individualized curricula, a number of schools, foundations and corporations are developing individualized materials,¹⁷ many of them with their own "anonymous" acronym or label--anonymous because such labels often fail

¹⁵Glen F. Ovard, A Model for Developing an Individualized, Continuous Progress Curriculum Unit Emphasizing Concepts and Behavioral Objectives (Denver: Rocky Mountain Educational Laboratory, Inc. [n.d.]), p. 2.

¹⁶Edwin A. Read, "Continuous Progress Education," The Utah Educational Review, 60:12-13 et passim, January-February, 1967.

¹⁷Harvey Goldman and Luther W. Pfluger, "Multiple Curricula: A Strategy for Selection," Educational Leadership, 26:688, April, 1969.

to communicate meaningfully, describing what are essentially the same ideas, processes, or types of materials.¹⁸ Examples of such programs might include UNIPACs (perhaps for Unit Package); LAPs (Learning Activity Packages); TLUs (Teaching-Learning Units; also called Project PLAN--Program for Learning in Accordance with Needs); IPIs (Individually Prescribed Instruction); Project PLATO (Personalization of Learning Achieved Through Organic-evolution); and miscellaneous individual units, such as those developed to accompany the Continuous Progress Plan.¹⁹

The literature, however, revealed no instance where such individualized learning packages had been subjected to empirical validation. Perhaps it would be desirable to spend less time applying creative powers to the production of glib acronyms and labels, and apply these abilities to a fuller understanding of learning and of how individuals differ, and to the creation of methods and materials that conform to this increased understanding.

General characteristics of most of these types of individualized learning packages include:

¹⁸Ronald F. Malan and M. David Merrill, "Acronyms Anonymous: Toward a Framework for the Empirical Evaluation of Methods of Individualizing Instruction," unpublished paper.

¹⁹Philip G. Kapfer and Gardner Swenson, "Individualizing Instruction for Self-paced Learning," The Clearing House, 42:405, March, 1968; Richard V. Jones, Jr., "Learning Activity Packages: An Approach to Individualized Instruction," Journal of Secondary Education, 43:178, April, 1968; John O. Bolvin, "Individually Prescribed Instruction," Educational Screen and Audiovisual Guide, 47:14, April, 1968; J. Revis Hall, Katherine Killebrew, and Nellie Mae Lewis, "Our School System Has Become Deeply Committed to Personalizing Instruction," NEA Journal, 55:36, November, 1966; and Ovard, op. cit., pp. 2-8.

1. Teachers can deposit in and withdraw from a curriculum bank, materials which are specifically designed for individualized instruction.
2. The sponsoring organization will collect, house, disseminate, and evaluate the materials.
3. The specially designed materials are to (a) be concept-centered, (b) list student objectives in behavioral terms, (c) contain multi-dimensional learning materials and activities, (d) provide pre-, self-, and post-evaluation materials, and (e) present opportunities for quest projects.²⁰

IV. RESEARCH ACTIVITIES RELATED TO INDIVIDUALIZED INSTRUCTION

A number of studies have been reported which deal with non-gradedness. However, they are basically "action-research" studies, with little or no control. Goodlad and Anderson made a comprehensive survey and concluded that virtually no controlled research had been completed in this area.²¹ More important, Goodlad claimed that his extensive visits to "nongraded" schools had convinced him that no

²⁰Ibid.

²¹John I. Goodlad, "Individual Differences and Vertical Organization of the School," Individualizing Instruction, Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1962), p. 232.

truly nongraded school existed.²²

If this latter statement is accurate, then those research studies which report data comparing traditional and "nongraded" instruction convey results which may be highly questionable, if not entirely invalid, since they compare, in effect, the same teaching method. This would help explain the divergent findings of various studies: some results favor individualized instruction, others favor graded or traditional programs, and still others report inconclusive results.²³

Goodlad pinpointed the "crucial inadequacy of most such studies [as] the failure to identify two sets of characteristics by means of which nongraded and graded schools may be clearly differentiated."²⁴ An example was the study reported by Carbone which indicated that graded Ss achieved at significantly higher levels in several areas than nongraded Ss, but also noted that teachers involved in the experiment perceived little difference between the two methods of instruction. A truly nongraded program would have been unmistakably different from the

²²John I. Goodlad, "Toward 2000 A.D. in Education," NCEA Bulletin, 65:19, August, 1968.

²³Leonard Leon Webb, "Selected Transitional Effects for Students Transferring from a Continuous Progress Program to a Non-Continuous Progress Program" (Unpublished Doctoral dissertation, Brigham Young University, Provo, 1969), pp. 20-31; and Malan and Merrill, op. cit., p. 2.

²⁴John I. Goodlad and Kenneth Rehage, "Unscrambling the Vocabulary of School Organization," NEA Journal, 51:35, November, 1962.

traditional program, particularly to those involved in the experiment.²⁵

The literature did contain some research, however, which seemed to be adequately designed and controlled and which appeared to approximate true differences in instructional method. Most of these studies²⁶ were concerned with the early levels in the elementary school; of course most of the attempts at individualization also have been at the elementary school level. Nevertheless, a pilot study to determine the effectiveness of the individualized program at Melbourne High School (Florida) has been reported and the results have encouraged a follow-up, more thorough evaluation of the Melbourne program.²⁷

Webb studied the effects of former Brigham Young High School students of transferring from an individualized, continuous progress school to the local, more traditional school after the former school was closed. He reported that these students made very satisfactory adjustment in less than five months, and also that although their grades dropped somewhat in the traditional setting, they still achieved at a

²⁵Robert F. Carbone, "A Comparison of Graded and Non-graded Elementary Schools," Elementary School Journal, 62:83, November, 1961.

²⁶Joseph W. Halliwell, "Comparison of Pupil Achievement in Graded and Nongraded Primary Classrooms," The Journal of Experimental Education, 32:62, Fall, 1963; Maurie Hillson, et al., "A Controlled Experiment Evaluating the Effects of a Nongraded Organization on Pupil Achievement," The Journal of Educational Research, 57:548, July-August, 1964; and Rodney H. Johnson, "Individualized and Basal Primary Reading Programs," Elementary English, 42:902, December, 1965.

²⁷Sidney L. Besvinick and John Crittenden, "The Effectiveness of a Nongraded School," School and Society, 96:181, March 16, 1968.

consistently higher level than the regular students. There appeared to be no innate differences between the two groups of students.²⁸

These two studies (Besvinick and Crittenden, and Webb) were the only ones in an extensive review of the literature to report empirical research of what appear to be "totally" individualized programs. But at least some meaningful research seems to be coming to light concerning the over-all effect of individualization.

Perhaps, then, it is now time to move toward a framework for the empirical evaluation of the separate variables involved in methods of individualizing instruction. As Goodlad suggested, specific characteristics must be identified which allow for systematic comparison of individualized and traditional methods.²⁹ It seems necessary to attempt to look at some of these specific variables individually and in various combinations, as well as to attempt to look at the overall effect of individualization.

Several possibilities suggested themselves from the reported research. The confusion stemming from comparing methodologies which are essentially the same, but with differing labels, has already been noted. Contradictory or inconclusive results may also stem from such a basic variable as readiness--readiness both of the teacher and of the pupils. That is, a teacher is not apt to change his teaching style unless he has a clear, meaningful conception of the new method, and has

²⁸Webb, op. cit., pp. 172-173.

²⁹Goodlad and Rehage, loc. cit.

developed some faith in it. Faith in the method is necessary not only to obtain valid results, but also to offset possible placebo effects.³⁰ This suggests that before objective experimentation on the total effects of individualization can be completely successful, the teacher(s) must also have experience in using the new method. Certainly data would be less than desirable if they resulted from the comparison of the effects of a seasoned, relaxed teacher in a traditional setting with those of an equally adequate teacher, but who was still struggling to adjust to (and perhaps, to understand the nuances of) a teaching method which was fundamentally new to him. Likewise, students should be allowed an adequate period of time to adjust to new procedures before experimental data are collected. Otherwise, adjustment factors may easily confound the results. A student--or teacher--may normally experience anxiety or frustration in the early stages of using a new system. His attitude toward the treatment cannot be unbiased, and his performance will likely be hindered, both by his awkward attempts at the new learning--or teaching--strategies he must adopt and by his emotional responses to the new situation.³¹ Allowing teacher(s) and students to adapt to new instructional modes before experimentation may often also control for

³⁰Glenn H. Bracht and Gene V. Glass, "The External Validity of Experiments," American Educational Research Journal, 5:457-458, November, 1968; Homer H. Johnson and Jeanne M. Foley, "Some Effects of Placebo and Experiment Conditions in Research on Methods of Teaching," Journal of Educational Psychology, 60:6-10, February, 1969; and Ronald F. Malan, "Some Hawthorne Effects in Research on Teaching Methods: A Replication," unpublished research.

³¹Malan and Merrill, op. cit., pp. 5-6.

possible Hawthorne effects.³²

V. RESEARCH ACTIVITIES RELEVANT TO INDIVIDUALIZED LEARNING PACKAGES

Goodlad not only declared that more than an organizational structure is needed, but also objected to over-emphasis on materials: "The well-designed learning package, like love, is not enough."³³ Kapfer, in summarizing the effects of learning packages, reported:

The concept of educational systems for individualizing instruction is being developed at many locations throughout the country. As a result formats may differ. However, an important outcome, due to common purpose, is that the various systems have more curricular similarities than differences.³⁴

This claim may well be an accurate description. However, it rests upon an assumption which may or may not be valid, and which has not yet been looked at, empirically. The underlying assumption supporting Kapfer's statement as well as supporting the continued development, production, and use of learning packages is that such learning packages are indeed accomplishing what their proponents think they are accomplishing.

Assuming Goodlad's description of nongradedness and Ovard's definition of continuous progress education, both cited previously in

³²Bracht and Glass, loc. cit.

³³John I. Goodlad, "Directions of Curriculum Change," NEA Journal, 55:37, December, 1966.

³⁴Philip G. Kapfer, loc. cit.

this review, a major variable in any experiment on individualized instruction becomes the individualized materials themselves. It is impossible to adequately evaluate differences in teaching methods if the vehicle used for one of the methods is inappropriate to that method: a mediocre individualized learning package cannot yield valid generalizations about individualized instruction.

Research reported to date seems not to have recognized this variable. In fact, no research studies, designed to evaluate the effectiveness of individualized learning packages, were found in the literature.

Hendricksen well illustrates the typical reported reaction to individualized plans, in the following highly articulate and logical, yet primarily theoretical statement:

No single factor contributes more to the success of individualized, continuous progress teaching than suitable materials. An instructional program which is self-directing, self-pacing, and self-correcting is to a large extent self-learning. . . . Such a system also permits the teacher to play a more specialized and professional role. His principal job becomes one of stimulating, motivating, consulting, and prescribing rather than merely dispensing information in a lock-step classroom--of being a "diagnostician" and "clinical specialist" instead of a "general practitioner."³⁵

Some of the separate elements of individualized instruction can be evaluated, however, in terms of research already reported which was primarily concerned with other topics. For example, it has already been

³⁵A. LeMar Hendricksen, An Individualized, Continuous Progress Curriculum in English Grade Equivalents 9-12 (Denver: Rocky Mountain Educational Laboratory, Inc., [n.d.]), p. 1.

noted that individualized learning packages typically include student objectives, stated in behavioral terms. Results of studies concerned with objectives therefore hold implications appropriate to individualized learning research. Kemp reported the use of objectives in the mathematics portion of the Navy Advanced Sonarman Course. Gain scores (pretest to posttest) favored the experimental group ($p = .01$). Nearly half of the experimental Ss (i.e., those given objectives) preferred traditional methods, partially because they were unfamiliar and ill-at-ease with the objectives method.³⁶ This again focuses upon the readiness factor as a critical variable in such research.³⁷

Holland³⁸ altered a substantial section of a psychology program by changing the words or phrases the subject was to supply (the blanks). One version, highly cued, required answers which were largely irrelevant to the main content of the frame. Another version elicited answers which were highly relevant to critical content, but which were not cued, and therefore resulted in a high error rate. These two versions resulted in lower posttest scores than the normal program, and both alterations were inferior to reading completed statements with no response required.

³⁶Eugenia N. Kemp, "The Use of Objectives in Teaching Mathematics," Technical Bulletin 63-7, Bureau of Naval Personnel. AD 422762 Defense Documentation Center for Scientific and Technical Information, Cameron Station, Alexandria, Virginia, May, 1963.

³⁷Malan and Merrill, loc. cit.

³⁸J. G. Holland, "Response Contingencies in Teaching Machine Programs," Programmed Instruction, 3:1-8, 1965.

The two altered versions in this study are perhaps analogous to the degree of specificity of traditional classroom objectives: irrelevant, in some respects, to the focus of the content, and often inhibiting criterion performance.

Holland's study, of course, used programming as the vehicle through which his variables were revealed. Much of the research on programmed learning is appropriate to an analysis of the effects of individualized instruction, for individualized learning packages must be programmed, although not necessarily in the linear mode.³⁹

Studies such as that of Trittipoe et al.⁴⁰ have further implications for individualized learning packages. Trittipoe's results show that different styles of "programming" may be applicable to different reading levels. This could be extended to suggest that different styles of learning packages are needed to accommodate different learning strategies or levels. Goldman and Pfluger⁴¹ also make a plea for such "individualization" of individualized materials.

Individualized learning programs also generally provide procedures for the student to evaluate himself, since exams can't meaningfully be administered by the conventional blanket method. In fact,

³⁹Ralph J. Melaragno, "Two Methods for Adapting Self-Instructional Materials to Individual Differences," Journal of Educational Psychology, 58:327-331, 1967.

⁴⁰W. J. Trittipoe et al., "The Effectiveness of Three Programmed-Learning Frame Styles," Journal of Programmed Instruction, 2:35-54, 1963.

⁴¹Goldman and Pfluger, op. cit., pp. 688-689.

provisions are often made for pre-, self-, and post-evaluation instruments.⁴² Some of the research concerned with knowledge of results therefore has implications appropriate to individualized learning packages. Merrill's studies⁴³ suggest that failure to achieve established criterion levels in evaluation of performance should not result in recycling which requires the student to do extensive (general) review; rather, a more specific review or summary seems to facilitate learning. This appears to be particularly more efficient when the principles to be learned are hierarchically organized and presented before the student is asked to practice his learning.

All of these principles, applied to individualized learning packages, may affect the validity of the research, since they affect the validity of the learning package itself.

Undoubtedly the most difficult area of instruction to assess objectively is the teacher-student relationship. Apparently some of the individualized-package plans do not systematically provide for this important aspect of learning and social development. The Continuous Progress Plan, however, did provide for regular pupil-pupil

⁴²Jones, loc. cit.; and Kapfer, loc. cit.

⁴³M. David Merrill, "Specific Review in Learning a Hierarchical Task," Technical Report, Brigham Young University, 1967. Abstract, Proceedings AERA annual meeting, 1967. In press, Journal of Educational Psychology; M. David Merrill, and Lawrence M. Stolurow, "Hierarchical Preview Versus Problem Oriented Review in Learning an Imaginary Science," American Educational Research Journal, 3:251-261, May, 1966; and M. David Merrill, "Correction and Review on Successive Parts in Learning a Hierarchical Task," Journal of Educational Psychology, 56:225-234, 1965.

and pupil-teacher interaction through frequent small-group discussions, individualized to the immediate needs and/or interests of the pupils in the group. The membership of these groups, often student-led, varied constantly, rather than being static in composition.⁴⁴

Webb reported that Brigham Young High School students, transferred to the local, more traditional high school, perceived such small-group discussions as better meeting their needs than conventional classroom discussion, and felt that such small-group interaction was an integral part of individualized learning. Contrary to the criticism heard, but apparently unsubstantiated in an individualized setting, that individualized instruction is "cold" and lessens teacher contact with the student, these transferred students felt much more ignored and neglected in the traditional setting.⁴⁵

Summary

Developers and users of individualized learning packages need to be more concerned with and active in research on teaching and learning. Specifically, before valid results can be obtained which compare the effects of individualized and traditional instruction, there must be genuine differences between the teaching methods used in the various experimental treatments. Just as essential, the validity of the vehicle

⁴⁴Gaylin W. Rollins, "History of the Development of the Continuous Progress English Program at Brigham Young University Laboratory School, 1960-1967" (Unpublished Master's field project, Brigham Young University, Provo, 1967), pp. 35-36; and Webb, op. cit., pp. 179-180.

⁴⁵Webb, op. cit., pp. 176, 179-180.

for individualized instruction--the learning package(s)--must be determined. This would require the validation of (a) the student objectives listed in the learning package, (b) the concepts which the package proposes to teach, and (c) the activities which lead the student to internalize the concepts and achieve the objectives.

In addition, the effects of multi-dimensional materials and of pre-, self-, and post-evaluations need to be determined, perhaps by deliberately constructing conventional teaching lessons which include these variables as integral parts of instruction, and comparing results in controlled situations.

Teachers and students must have sufficient experience with the newer methodology to be as much at their ease during the experiment as are those in the more conventional treatment. This should result in more effective control of potential Hawthorne effects and in more valid research results.

Finally, fundamental aspects of the pupil-pupil and pupil-teacher social environment must be identified and means devised for objectively comparing these variables.

VI. INDIVIDUALIZATION OF LITERATURE INSTRUCTION

Little has been done in individualizing literature instruction. However, many English teachers, as well as the general critics, are deeply dissatisfied with traditional practices in teaching literature. Klang complained:

Literature studies are primarily of the survey type. The student is asked to consider the whole of mankind's literary efforts during his high school career. After memorizing in the first semester a few basic notions about plot, setting, conflict, characterization . . . the student is requested to plough through thick anthologies making quick literary sense of cultural traditions as they are expressed in slips from American, British, Continental, and Oriental writers. . . . The student, lacking the social perception necessary to make generalizations about cultural trends, is forced to regurgitate the explanatory notes and introductory pieces of his anthology. It is impossible for the individual who is ignorant of the community values around which his own behavior revolves to arrive at some *honest* appraisal of the sensibilities of different peoples centuries, or even decades, ago. The student must produce whatever he imagines his *teacher* wants, not what he himself needs to say; the student is not aware that any sort of serious literature study is necessary to his own growth. [*italics in the original*]⁴⁶

Joki also sought a simplification of the literature curriculum.

She insisted:

We are teachers of English not puzzle-solvers. We are interpreters of literature not research biologists, pathologists, surgeons, psycho-analysts, or interviewers for the Kinsey reports. Instead of so much analytic criticism, I would like to see us go back to more humanistic criticism by showing how literature communicates ideas, attitudes, perceptions, and emotions that we must understand if we are to achieve responsible maturity.⁴⁷

And Friedlander made a similar, eloquent plea:

Isn't it enough for students to put themselves into the position of a character in a story and tell how they might respond to the situation? Hemingway meant to me that a waiter in a poor cafe could die as bravely as a matador, and thus that all men have nobility. Thomas Wolfe offered me a flavor of cosmic

⁴⁶Max Klang, "To Vanquish the Deadliest Game: A New English Curriculum," English Journal, 53:505, October, 1964.

⁴⁷Virginia Joki, "So Who Needs Analysis?" English Journal, 57:571, April, 1968.

importance that I have not yet been able to verbalize. To Sarovan I owe a debt of feeling, not understanding, a child's world.⁴⁸

Just as eloquent is the following, cited in spite of its length because of its message and the masterful communication of that message:

Unless a school curriculum, at all levels of instruction and learning and in all fields and disciplines of knowledge . . . provides rich opportunity for students to use the knowledge won to find themselves--to construct out of their knowledge a value system that is unashamedly humanitarian, unabashedly sensitive to the feelings and imagination and creative instincts of all men, unencumbered by false modesties, fear of ridicule, and unwillingness to stand behind one's shared, common need and search for love and beauty and courage and decency--unless such opportunity is built into every curriculum, we are wasting our time and deluding those who wait for our deliberations. For surely the most difficult and the most necessary step that each of us takes is to determine who we are as private men, and then take our place as public men under our banners of individual belief. To engage everlastingly in the search for wisdom by learning what is and where and how to find it is one vital concern of education. Having found wisdom, even a small piece of it, the other concern is to share it with the rest of mankind. The story-teller does so; likewise the painter, the composer, the teacher, indeed all who find that in finding themselves they have found some part of all humanity within them. The poet does so, too.⁴⁹

And yet, in spite of such eloquent pleas for attention to individualizing literature, and the significant value-goals of education for which literature shares responsibility, few attempts have been made to actually implement a program at the secondary level which could accomplish what the pleas demand. One trend, not strong, has been to establish a large number of literature classes and allow students to

⁴⁸Harold Friedlander, "The Hidden World of Fiction," The Clearing House, 42:239, December, 1967.

⁴⁹Shiho Nunes, "The Hawaii English Project: Brave New Venture," Hawaii Schools, 4:16, November, 1967.

choose from among them according to their interests and educational plans.⁵⁰ Although this approach may perhaps improve upon a strictly traditional English program, there remain serious weaknesses. Primary among these are the facts that such an approach seems to be basically organizational in nature, rather than curricular, and that once a student has made his choice, he is still in a group-paced, lock-step classroom.

Literature in the Continuous Progress Plan

The only specific discussion of individualized learning packages for the teaching of literature in the secondary school originated in the Continuous Progress Plan at Brigham Young High School. The literature units used there evolved over a period of years; in their final state, they were described as "self-directive, thematic in organization, conceptual in approach, inductive in method, and individualized in instruction."⁵¹ The unit guides are composed of introductory comments to motivate student interest, student objectives stated in behavioral terms, questions which allow for individualized assignments, hypothetical case problems and models.⁵²

Hendrickson justified the approach that the literature units

⁵⁰Kilburn Culley, Jr., "Changing an English Program," English Journal, 57:657-658, May, 1968; and Klang, loc. cit.

⁵¹Glen F. Ovard, Summary of Experimental Programs (Provo: Brigham Young Laboratory Schools, 1965), p. 3, cited in Rollins, op. cit., p. 42.

⁵²Rollins, loc. cit.

followed in the following terms:

Teaching literature by national origin or by types may certainly be effective and completely justified, but there is some question in our minds as to whether it can be taught most effectively with these methods. An author writes literature primarily to say something--to present a message. If his work is good, he most likely has touched upon one of the great universal concerns of mankind. The tasks of the teacher, therefore, seem to be to help his students understand what the author is trying to say, to help his students relate these ideas to what other authors have said about the same theme, and finally to help students relate these concepts to their own lives. . . .

It has been wisely said that "the proper study of mankind is man." In preparing these courses, we are working on the assumption that literature is an expression of the content of men's minds--that there is a close relationship between the characteristics of men's ideas and the characteristics of the literature they produce. The world's writer's have been among the most thoughtful students of man. Many of the most penetrating insights into the nature of man and society have come from novelists, poets, playwrights, essayists, and other writers. Literature is about people--about how people think, about what they believe, about their problems, their successes, their failures. By vicariously identifying with the lives of people in literature--both authors and characters--searching for relationships, thinking about and discussing concepts, students can learn richly rewarding ways of living their own lives.⁵³

The basic theme of all literature units at Brigham Young High School was "The Worth of Man." Four sub-themes were chosen, one to be the general theme for each grade, and each of these yearly sub-themes were then supported by approximately six thematic units.⁵⁴

This aspect of the Continuous Progress Plan serves to illustrate the difficulty of a complete divorce from traditional approaches. Although individualization was a prime objective of the program, the

⁵³A. LeMar Hendrickson, Teacher's Guide for Images of a Hero (Provo, Utah: Brigham Young University, 1966), pp. 1-2.

⁵⁴Rollins, op. cit., pp. 41-42.

final literature units were sequentially arranged and each student was expected to work his way through each of them. This approach has merit; and yet providing a larger number of thematic units and encouraging the student to choose those units he wishes to study, according to his interests, needs, and background, may more truly individualize the student's learning.

Literature and TESL

The already-complicated issues of literature teaching become intensely more complex in a second-language situation. Most published articles simply argue for or against the use of simplified books and stories. Besides the fundamental language differences, cultural barriers often pose insurmountable obstacles to comprehension in a traditional setting:

Obviously, particular utterances in a language reflect the cultural context of that language community. Native speakers of that language understand those utterances in terms of the social, historical, and geographical contexts most familiar to them. For instance, in American English, if the word railroad were used in a conversation, the native speaker would normally understand it in terms of the extent of his knowledge of the historical development of the railroad system in the United States, the geographical implications which the railroad had for expansion to the West, and the social and economic implications which the railroad brought and the part it played in changing the American way of life during the latter part of the nineteenth century and the first part of the twentieth. . . .

The literature of a country in many respects mirrors the culture of that country.⁵⁵

⁵⁵Anna S. Harris and Allan C. Harris, "A Selected Annotated Bibliography of American Literature for TESOL," TESOL Quarterly, 1:56, Spring, 1968.

As a result, in many foreign second-language schools, literature is not taught, beyond developmental reading, except to those select students preparing for government-sponsored examinations. Such teaching follows a thoroughly intellectual approach, which, in the second-language context, functions almost entirely at the lowest cognitive level of learning.⁵⁶

In 1917, James Fleming Hosis outlined the role of literature instruction in terms which seem to have immediate currency in this review:

The literature lesson should broaden, deepen, and enrich the imaginative and emotional life of the student. . . . It should be the constant aim of the English teacher to lead pupils so to read that they find their own lives imaged in this larger life, and attain slowly, from a clearer appreciation of human nature, a deeper and truer understanding of themselves. . . . *Literature chosen for any given school should make a natural appeal to the pupils concerned, for without interest, which depends upon this appeal, there will be no enjoyment; without enjoyment, there will be no beneficial result. All literature that in light of experience contains no such appeal should be excluded, no matter how respectable it may be from age and reputation.* [italics in the original]⁵⁷

⁵⁶B. S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain (New York: David McKay Co., Inc., 1956), pp. 62-67; M. David Merrill, from the manuscript of a forthcoming book, Educational Psychology for Instructional Design, to be published by J. B. Lippincott Co., cited in Department of Home Study, Brigham Young University, "Supplementary Materials #15," Supplementary Materials for Home Study Writer's Guide (Provo, Department of Home Study, 1969), [n.p.].

⁵⁷James Fleming Hosis, "Reorganization of English in Secondary Schools," Department of the Interior, Bureau of Education, Bulletin, No. 2 (Washington, D. C.: Government Printing Office, 1917), pp. 63-64, cited in Robert Shafer and Kenneth Donelson, "Curriculum: New Perspectives," English Journal, 57:733, May, 1968.

Literature teachers in the relatively few foreign second-language schools who persist in teaching literature in terms of the statement by Hasic and in terms of the philosophy of the Continuous Progress Plan, often find their efforts in a traditional teaching mode ineffective and highly perplexing.⁵⁸

Summary

In view of the research activity reviewed here, it seems advisable to begin the evaluation of individualized instruction by validating the individualized learning packages to be used in such instruction. Recognizing the scarcity of such individualized materials in literature instruction at the secondary level, and particularly the need of better teaching methods in second-language situations, this may be a fruitful field for development and experimentation.

A necessary prerequisite to the creation of materials to validate, of course, is the identification of criteria appropriate to individualizing literature instruction, in terms of the proposed population.

⁵⁸Ronald F. Malan and William D. Conway, "TESL Curriculum Revision at the Church College of Western Samoa," TESL Reporter, 1:4, Summer, 1968.

CHAPTER III

RESEARCH DESIGN

I. SAMPLE

This study involved both teachers of literature and their administrators, with two or more years of experience in the LDS South Pacific secondary schools. Two major classifications of this sample were (a) those who had returned from their South Pacific assignment(s) and (b) those still in the South Pacific.

All available teachers and their administrators who met these criteria, and for whom current addresses were obtainable, were included in the study.

II. INSTRUMENT

Two forms of the same basic questionnaire were used, one designed for returned personnel (see Appendix B) and the other for personnel still under contract (see Appendix C). Each form of the questionnaire was designed to elicit relevant information about the individual's professional background as well as to establish criteria for the development of thematic literature units appropriate to the LDS South Pacific secondary schools.

III. PROCEDURES AND ANALYSIS OF DATA

The data were collected through the use of two forms of a questionnaire, designed by the researcher. Both forms sought to provide answers to the following questions:

1. What teaching methods and approaches, compatible with the thematic approach, should be emphasized in creating literature units appropriate to LDS secondary students in the South Pacific?

Responses relevant to this subject were elicited through section one of Part II in the questionnaire. Items comprising this section were compiled from the most generally followed approaches in American secondary schools and in the literature texts published for their use.

2. What should be the objectives of these thematic literature units?

Section two of Part II in the questionnaire addressed itself to this question. This section was developed by referring to the stated objectives of the Church Schools; to the literature objectives specified by specific Church Schools, notably the Church College of Western Samoa (CCWS), and by various other schools; to various curriculum guides; and to the New Zealand School Certificate Examination in English.

3. In what ways can thematic literature units be designed realistically to allow for the individual differences

among the Polynesian students and for the general differences between the Polynesian and the Caucasian students?

Data concerned with individualizing the literature units were obtained through sections three, four, and five of Part II. Items in these sections were based upon the literature about individualized instruction.

4. What specific themes should be emphasized in thematic literature units created for the LDS secondary schools of the South Pacific?

Items in section six of Part II of the questionnaire, devised to answer this question, were chosen (and often adapted) from literature texts, lesson plans, and from individualized units written at Brigham Young High School.

The data obtained from this questionnaire were analyzed in terms of response similarities and differences resulting from or common to (a) the separate LDS secondary schools in the South Pacific; (b) recency of service in the South Pacific schools; (c) type of educational assignment in those schools; and (d) total reaction to each of the focal items on the questionnaire.

Finally, three thematic literature units were created to exemplify the criteria thus established through the questionnaire.

CHAPTER IV

FINDINGS

The primary purpose of this study was the development of criteria which would facilitate the creation of thematic literature units appropriate to students in the LDS secondary schools in the South Pacific, and the actual creation of three such units exemplifying the criteria.

The instrument used to gather the data was a questionnaire, designed by the researcher. The respondents comprised all literature teachers and their administrators with two or more years of experience in the LDS South Pacific secondary schools, for whom addresses were available. Table I presents the composition of the sample returning questionnaires.

TABLE I

COMPOSITION OF THE SAMPLE RETURNING QUESTIONNAIRE

	Literature Teachers				Administrators					Total
	CCWS ^a	LHS	MHS	Sub-total	CCWS	LHS	MHS	Other ^b	Sub-total	
Returned	4	3	1	8	2	1	1	2	6	14
In Service	2	2	1	5	1	0	1	0	2	7
Total	6	5	2	13	3	1	2	2	8	21

^aCCWS: Church College of Western Samoa; LHS: Liahona High School (Tonga); MHS: Mapusaga High School (American Samoa).

^bOne administrator served at both CCWS and LHS; another served at both CCWS and MHS.

The findings of this study will be presented in this chapter, organized around the thesis questions.

Question 1

The initial question to be answered was, "What teaching methods and approaches, compatible with the thematic approach, should be emphasized in creating literature units appropriate to LDS secondary students in the South Pacific?"

Table II portrays the relative attention which should be devoted to methods compatible with the thematic approach to literature, by presenting the responses to appropriate approaches. Rank order and mean were determined by assigning a value of three to each response in column (1), a value of two to each response in column (2), a value of one for each response in column (3), and calculating the mean from the resulting sum. Column (4) was ignored in these calculations.

In view of these results, the thematic literature units should be concept-centered, with considerable emphasis on "geographical" literature. Respondents' concern with this approach would appear to stem from their experience with approaches (e.g., anthology-centered) which focus primarily upon Anglo-American literature, in an environment which contains very few elements of Anglo-American culture. Thus, since the literary works presented are beyond the students' scope of experience, they are unable to identify with--indeed, to understand--much of the literature they "study."

The negligible difference between the inductive and deductive

TABLE II
 PREFERRED APPROACHES COMPATIBLE WITH THE
 THEMATIC APPROACH

	(1) should be emphasized	(2) might be useful	(3) not necessary in these schools	(4) I'm unfamiliar with this approach	Mean
concept- centered	12	6	0	0	2.67
inductive	7	10	0	2	2.41
geographical (regional)	10	7	3	0	2.35
deductive	5	11	1	2	2.23
anthology- centered	3	6	7	3	1.75
literary types	1	7	7	3	1.60
chronological	1	6	10	3	1.47

approaches was unexpected. This result apparently indicates the respondents' feeling that inductive teaching is "good," with perhaps a corresponding desire to teach that way, countered again by their experience showing that in a second-language situation the deductive method is easier to use, and consequently, more often used.

However, since the inductive approach seems more compatible with the preferred approach--concept-centered--inductive methods should receive more prominence in developing literature units than deductive methods.

Question 2

The second question to be investigated was, "What should be the objectives of these thematic literature units?"

Table III presents the concensus of opinion in regard to the objectives of literature instruction in the LDS South Pacific schools. Again, the data appear in ranked order. Means were obtained by a similar procedure as was previously followed: a value of five was assigned each response in column (1), diminishing to a value of one for each response in column (5).

Responsibility for attaining some of these objectives is vested primarily in the language arts department; responsibility for others is shared with some or all other departments in the schools. No pattern emerged, however, which would tend to emphasize the literature objectives per se, over the other objectives.

TABLE III
OBJECTIVES OF LITERATURE INSTRUCTION IN
LDS SOUTH PACIFIC SECONDARY SCHOOLS

	(1) very necessary	(2) necessary	(3) important	(4) should be considered	(5) not important	Mean
build testimony by developing values, etc.	16	3	1	1	0	4.62
read with understanding and appreciation	13	7	1	0	0	4.57
develop love of reading	12	7	2	0	0	4.48
transmit native culture, expose to other cultures	9	10	0	1	0	4.35
expand student experiences and interests	10	9	1	1	0	4.33
build self-understanding and confidence	10	6	3	1	1	4.10
reinforce other language areas (e.g. composition)	9	6	5	0	1	4.05
become acquainted with good books and authors	7	7	5	1	0	4.00
prepare for college, if student desires	4	6	8	1	0	3.68
develop skill in literary analysis	1	1	6	5	7	2.20

Question 3

The next question to be researched was "In what ways can thematic literature units be designed realistically to allow for the individual differences among the Polynesian students and for the general differences between the Polynesian and the Caucasian students?"

Respondents were first asked to react, on a five-point scale ranging from "excellent idea" to "idea does not belong in literature study," to the suggestion that a literature program be developed which would allow students to work at their own level, pace, etc., and in accordance with their own educational needs and goals. Fifteen of the twenty-one respondents rated the idea as "excellent"; three checked the suggested as a "good idea"; and three indicated that the "idea has merit," the middle response on the scale. No responses were negative.

It was noted that, of the respondents from CCWS who either were involved in an earlier "pilot" tryout of adapted Brigham Young High School literature units or who indicated considerable familiarity with individualized learning packages, all (eight) felt that such a program was an "excellent idea."

This observation became increasingly significant in view of the responses to sections four and five in the questionnaire, in which the respondents were asked to indicate their familiarity with certain recent curricular innovations, according to their relevance to the South Pacific Church schools, in light of their own individual experience.

Table IV reveals their stated familiarity with the learning programs listed. A clear implication is that teachers and

administrators generally are not very well informed about some of the current curricular practices and trends.

TABLE IV
FAMILIARITY WITH CERTAIN INDIVIDUALIZED
LEARNING PACKAGE PROGRAMS

	have written or used	very familiar	familiar	not very familiar	never heard of
UNIPACs	0	1	5	6	9
LAPs	0	1	4	2	14
TLUs	0	0	3	5	13
Continuous Progress Plan	2	1	9	1	8

An analysis of the results, by percentage, for section four of the questionnaire (concerning respondents' familiarity with the learning programs noted in Table IV) is shown in Table V. It should be noted that a far greater percentage of respondents associated with CCWS, where curriculum development is being encouraged, were familiar with the learning-package programs listed than were those of the other schools.

This suggests that an administrator's attitude toward various aspects of education--for example, curriculum--may well determine how much interest and effort is evidenced by the school's instructional staff--taken collectively and not individually, of course. This could be particularly important for schools in which teachers typically experience a greater degree of anxiety or frustration than they are

TABLE V

FAMILIARITY WITH CERTAIN INDIVIDUALIZED LEARNING
PACKAGE PROGRAMS, IN PERCENTAGE, BY SCHOOL

	have written or used		very familiar		familiar		not very familiar		never heard of	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>CCWS (N = 9)</u>										
UNIPACs	0	-	1	11	3	33	2	22	3	33
LAPs	0	-	1	11	4	44	1	11	3	33
TLUs	0	-	0	-	3	33	2	22	4	44
Continuous Progress Plan	2	22	1	11	4	44	0	-	2	22
<u>Liahona High School (N = 7)</u>										
UNIPACs	0	-	0	-	1	14	2	29	4	57
LAPs	0	-	0	-	0	-	0	-	7	100
TLUs	0	-	0	-	0	-	2	29	5	71
Continuous Progress Plan	0	-	0	-	3	43	0	-	4	57
<u>Mapusaga High School (N = 5)</u>										
UNIPACs	0	-	0	-	1	20	2	40	2	40
LAPs	0	-	0	-	0	-	1	20	4	80
TLUs	0	-	0	-	0	-	1	20	4	80
Continuous Progress Plan	0	-	0	-	2	40	1	20	2	40

used to, for it could have a significant effect upon the teacher's resulting attitude and adaptation.

A great majority of the respondents seemed hesitant to evaluate the learning-package programs listed in sections four and five of the questionnaire and in Tables IV and V. In fact, a full third of them failed to evaluate any of the programs, and only respondents from CCWS apparently had the confidence in their degree of familiarity to rate the programs above the middle value on the scale. There were, however, no negative responses to any of these items.

It was determined, therefore, to use individualized learning packages as the vehicle to provide for the individual differences under consideration (see Appendixes D, F, G, and H).

Question 4

The final question to be answered was "What specific themes should be emphasized in thematic literature units created for the LDS secondary schools of the South Pacific?"

Table VI presents the data answering this question. Means were obtained by assigning values to the responses on the scale, ranging from a value of five for a response of "absolutely" (column 1) to a value of one for an "absolutely not" response (column 5), and then by calculating the means of the products thus obtained.

Results strongly indicate that thematic literature units should emphasize themes that support and encourage the objectives favored in section two of Part II in the questionnaire. That is, preference should

TABLE VI

THEMES PREFERRED FOR INCLUSION IN A LITERATURE CURRICULUM
 CREATED FOR ELEVENTH GRADE EQUIVALENT STUDENTS IN THE
 LDS SOUTH PACIFIC SECONDARY SCHOOLS

	(1) Absolutely	(2) Probably	(3) Possibly	(4) Probably Not	(5) Absolutely Not	Mean
The value of work	15	3	1	0	0	4.74
Leadership	14	5	0	0	0	4.74
Know Thyself	14	5	0	0	0	4.74
Choice and consequences	13	5	0	0	0	4.72
The search for values	13	5	1	0	0	4.63
Making decisions	11	6	2	0	0	4.47
Facing social pressures	11	5	3	0	0	4.42
The search for dignity and respect	10	6	3	0	0	4.37
Success	6	10	2	1	0	4.11
Perserving individualism	5	10	4	0	0	4.05
The struggle for justice	4	10	5	0	0	3.95
Leisure time	6	7	5	0	1	3.89
"No Man Is An Island"	4	9	5	0	1	3.79
The nature of society	3	9	7	0	0	3.79
Adventure	3	7	5	2	0	3.65

definitely be given to themes requiring more of a personal commitment from the student than is typically found in thematic units published in textbooks or curriculum guides.

Further analysis revealed that certain of the themes listed in section six of Part II of the questionnaire would yield similar concepts, and that they might therefore be combined. For example, "Making Decisions" seems to parallel quite closely "Choice and Consequences," and they might therefore be combined; the content of a unit called "No Man Is An Island," if developed according to the criteria established in this study, would probably be similar to that of a unit on the "Struggle for Justice," and they consequently might become a single unit entitled "The Struggle for Justice: No Man Is An Island."

From an analysis of responses to section six of Part II, three themes were selected and thematic units were created that exemplified the criteria established by the questionnaire. In the process, it was determined that the second choice, "Leadership," was so broad that it became desirable to make two related units: "Leadership I: Leaders of the People" and "Leadership II: Know Thyself." Therefore, the first of these two, listed simply as "Leadership" in the questionnaire, was developed as one of the three exemplifying units included in this study (see Appendix F). Rather than include two closely related units, however, the second leadership unit, listed as "Know Thyself" in the questionnaire--the third most popular choice--was not developed for this study.

The most preferred theme, "The Value of Work," was selected as the second exemplifying unit (see Appendix G). The third

unit to be included was chosen from further down the list; "The Search for Dignity and Respect" was selected, as being particularly challenging in terms of Polynesian cultures (see Appendix H).

Ovard's Model⁵⁹ was consulted and followed in creating these units, subject to the criteria established in this study.

⁵⁹Ovard, loc. cit.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Statement of the Problem

The purpose of this study was twofold: (a) to develop criteria for creating thematic literature units appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific, and (b) to create three thematic literature units at the Form 5 (11th grade) level which would exemplify the recommended criteria.

Thesis Questions

In accordance with the stated purpose of this study, answers to the following questions were sought:

1. What teaching methods and approaches, compatible with the thematic approach, should be emphasized in creating literature units appropriate to LDS secondary students in the South Pacific?
2. What should be the objectives of these thematic literature units?
3. In what ways can thematic literature units be designed realistically to allow for the individual differences among the Polynesian students and for the general

differences between the Polynesian and the Caucasian students?

4. What specific themes should be emphasized in thematic literature units created for the LDS secondary schools of the South Pacific?

Importance of the Study

Much has been written about the individualization of instruction, and several programs have been established by foundations, corporations, and school districts, to develop appropriate materials. However, individualizing instruction to meet the needs of culturally disadvantaged students has scarcely been seriously broached, and the even greater problems of individualizing instruction for students who are required to function in English as their second language have not even been considered in the literature.

The range of individual differences in the LDS South Pacific schools covers a much broader spectrum than even such differences in American schools, at least to date. The literature, however, revealed no sequenced, controlled study of the components of individualized instruction, and thus it was impossible to determine which aspects of such instruction, if any, might be applicable to Island schools.

A need was therefore apparent: the validation of methods of individualizing instruction, not only for second-language schools, but for any and every school. In order to identify as many as possible of the variables operating in an individualized instruction mode, it

seemed imperative to begin by establishing appropriate criteria for developing the individualized curriculum materials, which are the vehicle by which any individualized program must proceed.

Delimitations of the Study

This study was concerned only with LDS secondary schools in the South Pacific. Only the thematic approach to literature was considered, and no direct attention was given to language arts areas other than literature.

Only the opinions of literature teachers and administrators with two or more years of experience in the LDS secondary schools of the South Pacific were considered in developing criteria for creating the specified thematic literature units.

Research Design

Two forms of the same basic questionnaire were used, one designed for returned personnel (see Appendix B) and the other for personnel still under contract (see Appendix C). Each form of the questionnaire was designed to elicit relevant information about the individual's professional background as well as to establish criteria for the development of thematic literature units appropriate to the LDS South Pacific secondary schools.

The data obtained from this questionnaire were analyzed in terms of response similarities and differences resulting from or common to (a) the separate LDS secondary schools in the South Pacific; (b) recency of service in the South Pacific schools; (c) type of

educational assignment in those schools; and (d) total reaction to each of the focal items on the questionnaire.

Finally, three thematic literature units were created to exemplify the criteria thus established through the questionnaire.

II. FINDINGS AND CONCLUSIONS

Based upon the analysis of the data, the following criteria were developed for creating thematic literature units appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific:

1. A concept-centered approach should take precedence in creating the thematic literature units.
2. Inductive methods were preferred over deductive methods. Perhaps this result proceeded from an attachment to the popular conception that inductive teaching is preferable to deductive teaching, even though most literature teaching in these South Pacific schools at the present time is highly deductive in nature, due to the second-language aspect of the educational environment and to the pressures of governmental and other annual examinations.
3. A geographical approach should also be emphasized. This was interpreted to signify a need for the inclusion of more Polynesian literature in the curriculum of these schools.

4. The anthology-centered approach, with its step-children, the literary-type and chronological approaches, should be greatly de-emphasized. These are the typical approaches in most American schools as well as in those in the South Pacific at the present time. These approaches were deemed highly inappropriate to the LDS South Pacific schools.
5. The literature curriculum should play a major role in furthering the general goals of the Church schools. Typical literature goals were not preferred above these general goals, which is an atypical result.
6. Those objectives dealing with values and character development were considered of primary importance, and should receive increased stress in the literature curriculum.
7. More emphasis should be placed on the transmission of the native culture and on exposure to other cultures, through literature.
8. Two objectives which are typically focal in American and South Pacific schools--namely, developing skill in literary analysis, and preparing the student for college--should be subjugated to the value-oriented objectives. In fact, these two objectives were considered unimportant in these South Pacific schools. Logically, however, it should be possible to develop literature units which serve both purposes.

9. Literature instruction should do more to reinforce systematically other language arts areas (e.g. composition).
10. An individualized literature program, using learning packages, should definitely be implemented and tested.
11. In general, teachers and administrators are not well informed about curriculum progress and innovation and are therefore unable to incorporate recent findings in the solution of their problems.
12. Themes to be utilized in the thematic, individualized literature units should harmonize with, and actively aid the student to achieve, the general objectives of the Church Schools, as well as literature objectives.
13. Those themes which lead to student involvement, character development and personal commitment should be emphasized.
14. It appears that individualized literature units can indeed be created which exemplify the above criteria and which seem to be appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific.

III. RECOMMENDATIONS

The following recommendations were derived from the study:

1. Additional individualized thematic literature units should be developed using themes indicated in this study, as well

as other themes that might be appropriate.

2. Sample literature units should be submitted to those respondents who indicated a willingness to participate in such an evaluation.
3. Carefully designed and administered experimentation should be initiated, in accordance with the review of the literature and the findings of this study, so that empirical evidence relevant to the effectiveness of the individualized units can be accumulated. Of course, steps should be taken to guarantee student learning.
4. Carefully designed and administered experiments should be undertaken to determine if the unit "The Search for Dignity and Respect" is effective in teaching the literary sub-concepts identified in it; that is, this would help determine whether or not such individualized units can still be used to teach some aspects of literary analysis--sufficient for the New Zealand School Certificate Examination, for example.
5. Since teacher readiness and confidence seem to be primary factors in successful instruction, particularly in successful individualized instruction, a program of teacher orientation should be developed. Because of the recruiting and traveling factors inherent in personnel connected with the LDS South Pacific schools, such a program will also

need to be individualized. It is hypothesized that since individualized learning programs can be developed for students, individualized orientation programs can be devised for teachers as well; this hypothesis needs to be pursued.

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APPENDIXES

APPENDIX A

Ronald F. Malan
210 HRCB
Brigham Young University
Provo, Utah 84601
April 24, 1969

Recently the Church College of Western Samoa has been working on a revision of their English curriculum, in an effort to more efficiently meet the students' spiritual, educational, and social needs, as these are affected by the English class.

It would be most beneficial to the English faculty there, as well as to those in the other Church secondary schools in the South Pacific, to have your experience and expertise brought to bear upon this attempt to develop a more effective English curriculum.

The attached survey is directly related to the work being attempted at CCWS. Its purpose is to develop, from the experience of many teachers and administrators over a period of several years, criteria for creating thematic literature units appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific.

After the resulting criteria are identified, five thematic literature units which exemplify these criteria will be created, and the entire study will be turned over to the Church Schools.

We sincerely hope to benefit from your experience as we attempt to more adequately prepare the Polynesian Saints for their great future.

Enclosed, for your convenience, is a stamped, self-addressed envelope.

Sincerely,

Ronald F. Malan

RFM/ka

cc: Keith Oakes

Ronald F. Malan
210 HRCB
Brigham Young University
Provo, Utah 84601
May 12, 1969

On April 24 a questionnaire concerned with developing thematic literature units appropriate to LDS South Pacific schools was sent to you. As of this date, we have not received your completed questionnaire.

Pilot studies at the Church College of Western Samoa have indicated that if the experience and expertise of former personnel were combined with the abilities of those currently in the South Pacific, important strides might be made toward a more effective and efficient English curriculum adaptable to all of the LDS South Pacific schools.

We would appreciate very much the benefit we would receive from your experience. For your convenience, a copy of the questionnaire is enclosed, in case the first copy was misplaced.

Of course, if you have already mailed the previous questionnaire, please disregard this request.

Sincerely,

Ronald F. Malan

RFM/ka

Enclosure

APPENDIX B

TEACHING LITERATURE IN LDS SOUTH PACIFIC SECONDARY SCHOOLS

This form can be completed in approximately 6 minutes.

Instructions

This form has been designed to benefit from your experience and expertise with the least inconvenience to you and to your time. Please check each item as it describes your experience or feelings, in accordance with specific instructions accompanying each item or series. If you wish to respond in more detail, please feel free to do so.

I. YOUR BACKGROUND

1. Please indicate the LDS South Pacific secondary school(s) in which you served:

CCWS _____ Mapusaga _____

Liahona _____ Other (specify) _____

2. Please indicate the number of years you were there:

1 _____ 3 _____ 5 _____

2 _____ 4 _____ Other (specify) _____

3. Please check the years you were there:

1968 _____ 1964 _____ 1960 _____ 1956 _____

1967 _____ 1963 _____ 1959 _____ 1955 _____

1966 _____ 1962 _____ 1958 _____ 1954 _____

1965 _____ 1961 _____ 1957 _____ Other (specify) _____

4. Please indicate your educational assignment(s) while in the South Pacific:

Teacher of literature _____

Department chairman _____ (Please name the Department) _____

Administrator _____ (Please list your official title) _____

5. Please indicate which grade equivalents you taught and the NUMBER OF YEARS you taught each level while you were in the South Pacific:
- 7th _____ (years) 9th _____ (years) 11th _____ (years)
 8th _____ (years) 10th _____ (years) 12th _____ (years)
- I didn't teach while there _____ Other (specify) _____
6. Please indicate your years of teaching experience BEFORE going to the South Pacific:
- none _____ 3 - 4 _____ Other (specify) _____
 1 - 2 _____ 5 - 6 _____
7. Please indicate your years of educational administrative or supervisory experience BEFORE going to the South Pacific:
- none _____ 3 - 4 _____ Other (specify) _____
 1 - 2 _____ 5 - 6 _____
8. Please indicate how many years you have taught since you RETURNED from the South Pacific:
- none _____ 3 - 4 _____ Other (specify, _____)
 1 - 2 _____ 5 - 6 _____
9. Please indicate which grade levels you have taught since you RETURNED from the South Pacific:
- 7th _____ 9th _____ 11th _____ University _____
 8th _____ 10th _____ 12th _____ Other (specify) _____
10. Please indicate how many years you have been involved in educational administrative or supervisory experience since you RETURNED from the South Pacific:
- none _____ 3 - 4 _____
 1 - 2 _____ Other (specify) _____
11. Please indicate other experience pertinent to education that you have had since returning from the South Pacific:

II. CONCERNING LITERATURE TEACHING

1. It has been predetermined that the thematic approach to literature should receive major emphasis in literature units for the students under consideration. To help determine which other teaching methods and approaches, compatible with the thematic approach, should also receive attention, please rate each of the following, as it applies to teaching literature:

	<u>should be emphasized</u>	<u>might be useful</u>	<u>not necessary in these schools</u>	<u>I'm unfamiliar with this approach</u>
a. chronological	_____			
b. concept-centered	_____			
c. anthology-centered	_____			
d. geographical (regional)	_____			
e. literary types	_____			
f. inductive	_____			
g. deductive	_____			
h. _____	_____			
_____	_____			
_____	_____			

2. Please rate the following as potential objectives of literature instruction in these South Pacific schools:

	<u>very necessary</u>	<u>necessary</u>	<u>important</u>	<u>should be considered</u>	<u>not important</u>
a. build testimony by developing values, etc.	_____				

very should be not
necessary necessary important considered important

b. build self-
understanding
and confidence _____

c. transmit native
culture, expose
to other
cultures _____

d. develop skill
in literary
analysis _____

e. prepare for
college, if
student
desires _____

f. develop love
of reading _____

g. become
acquainted
with good
books and
authors _____

h. read with
understanding
and
appreciation _____

i. expand student
experiences
and interests _____

j. reinforce other
language areas
(e.g.
composition) _____

k. _____

very
necessary necessary important should be not
considered important

l. _____

m. _____

n. _____

3. Much has been said in education about individual differences. The following are among the many such differences identified so far, which related to the students under consideration:

abilities	achievement	experience
interests	needs	skills
emotions	goals	readiness
adjustment	attitudes	values
learning styles	home environment	

In view of the great individual differences among Polynesian students, and also the great differences between Polynesian and Caucasian students, please react to the suggestion that a literature program be developed which would allow students to work at their own level, pace, etc., and in accordance with their own educational needs and goals:

excellent idea	good idea	idea has merit	not a very satisfactory idea	idea does not belong in literature study
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4. Please indicate your familiarity with the following recent educational innovations:

have written very not very never
or used familiar familiar familiar heard of

- a. UNIPACs _____
- b. LAPs _____
- c. TLUs _____
- d. Continuous Progress Plan, as developed at BY Lab School _____

5. Please evaluate according to their relevance to these Church schools and according to your experience, the following recent educational innovations:

outstanding quite good has not very should not
some merit good be used

- a. UNIPACs _____
- b. LAPs _____
- c. TLUs _____
- d. Continuous Progress Plan _____
- e. _____

6. Please indicate which of the following themes you feel should be included in the literature curriculum for 11th grade equivalent LDS students in the South Pacific:

Absolutely Probably Possibly Probably Absolutely
Not Not Not Not Not

- a. Making decisions _____
- b. Success _____

	<u>Absolutely</u>	<u>Probably</u>	<u>Possibly</u>	<u>Probably</u> <u>Not</u>	<u>Absolutely</u> <u>Not</u>
--	-------------------	-----------------	-----------------	-------------------------------	---------------------------------

- c. The search for dignity and respect _____
- d. The value of work _____
- e. Facing social pressures _____
- f. Preserving individualism _____
- g. Leisure time _____
- h. The nature of society _____
- i. "No Man Is An Island" _____
- j. Adventure _____
- k. Leadership _____
- l. Know Thyself _____
- m. Choice and consequences _____
- n. The search for values _____
- o. The struggle for justice _____

7. Would you be interested in helping evaluate a literature unit developed around the results of this questionnaire?

Yes _____ No _____

If yes, please indicate your name and address:

APPENDIX C

TEACHING LITERATURE IN LDS SOUTH PACIFIC SECONDARY SCHOOLS

This form can be completed in approximately 5 minutes.

Instructions

This form has been designed to benefit from your experience and expertise with the least inconvenience to you and to your time. Please check each item as it describes your experience or feelings, in accordance with the specific instructions accompanying each item or series. If you wish to respond in more detail, please feel free to do so.

I. YOUR BACKGROUND

1. Please indicate the LDS South Pacific secondary school(s) at which you teach and/or at which you have taught:

CCWS _____ Mapusaga _____

Liahona _____ Other (specify) _____

2. Please check the year in which you ARRIVED at your present school in the South Pacific:

1969 _____ 1967 _____ Other (specify) _____

1968 _____ 1966 _____

3. Please check the following that apply to your educational assignments while you have been in the South Pacific:

Literature teacher _____

Department chairman _____ (Please name the Department) _____

Administrator _____ (Please list your official title) _____

4. Please indicate which grade equivalents you have taught and the NUMBER OF YEARS you have taught each level while you have been in the South Pacific:

7th _____ (years) 9th _____ (years) 11th _____ (years)

8th _____ (years) 10th _____ (years) 12th _____ (years)

I haven't taught while here _____ Other (specify) _____

5. Please indicate your years of teaching experience BEFORE going to the South Pacific:

none _____ 3 - 4 _____ Other (specify) _____

1 - 2 _____ 5 - 6 _____

6. Please indicate your years of educational administrative or supervisory experience BEFORE going to the South Pacific:

none _____ 3 - 4 _____ Other (specify) _____

1 - 2 _____ 5 - 6 _____

[PART II OF THIS FORM OF THE QUESTIONNAIRE IS THE SAME AS PART II OF THE OTHER FORM OF THE QUESTIONNAIRE. SEE APPENDIX B.]

APPENDIX D

TEACHER'S GUIDE--THEMATIC LITERATURE UNITS

I. In the Initial Consultation

The initial consultation is for the purpose of goal setting, for both achievement level and length of time the student will need to complete the unit. Attention should be given to the following:

- A. Level Selection: Normally, about 10-25% of the students IN AN ENTIRE FORM will be expected to select Level One. These will be the most highly motivated and prepared students, and they will complete all selections and all questions and activities. They are expected to do more substantial work requiring higher reading and thought processes than other students; they are frequently asked to interpret, analyze, etc.

Level Two will include a number of students preparing for the School Certificate Examination. Some of these students may, at times, attempt Level One questions or activities which are within their ability range. But generally they will not be asked to read all of the selections, and they won't be assigned all of the questions or activities. Level Two will also contain a large number of fairly capable students who are not "School C" material.

Level Three, perhaps 25% of a Form, is comprised of the least prepared or motivated students. They read most of the material, but they are only expected to perform at surface levels of reading and thought, in terms of personal application.

The teacher is not to PRESCRIBE a student's Level. The teacher functions as guide and resource person, assisting the student to learn to make wise, appropriate, and meaningful choices.

- B. Discussion Places: It is essential, in Continuous Progress education, for frequent evaluation of progress. Discussion Places should fit the individual student's abilities and needs--some students may need more discussions than others; the universal Places that are indicated in the units follow lengthy or complex assignments. EACH STUDENT SHOULD PARTICIPATE IN A DISCUSSION AT LEAST EVERY TWO WEEKS.

One of the main criticisms of Continuous Progress education is the lack of social intercourse. Discussion Places should do much toward overcoming this potential weakness. The teacher, then, must not dominate; it is the student we are trying to develop. The teacher must, however, become adept at small-group dynamics. The Discussion should provide substantial practice in oral use of language.

When a student requests a Discussion, a small group can almost always be formed, sometimes crossing classrooms, with other students who are at about the same point in the same unit.

- C. Testing: Of course, some important evaluation is done in the Discussions. Probably some form of written check should usually follow the Discussions. This may be either a quiz or a test. It would certainly be possible for a student--say Level Three--to take a test at a point in the unit where another student--perhaps Level One--only took a quiz. The choice of quiz or test, then, should consider the individual student, the selections just completed, the length of time since the previous written evaluation and whether it was a quiz or test, etc. There are a few places in the unit that appear to be universal testing points.

In addition, it seems more meaningful to suggest objective-type tests in general for Level Three, and possibly for many in Level Two. Level One and many Level Two need experience in expressing themselves, and are prepared, to some degree, to do so. They may also take the objective tests, to reinforce basic information and concepts; but they also need the planned, directed, purposeful writing practice.

The student's acceptable performance level should be established together in the initial consultation--subject to modification as wisdom directs.

- D. Related Reading: Some discussion of the extent of related reading should be included in the initial consultation. However, a specific choice need not be made at that time. Often a basic reading selection will stimulate student interest and therefore influence related reading. Nonetheless, the related reading should be complete and should be discussed during (or very shortly after) the final Discussion. The extent of such reading should rest primarily on the student's interests, needs, and desires.

- II. Vocabulary: Students at this level should have worked through, and understood, the word-meaning skills exercises in STEPS TO BETTER READING. A student having difficulty with vocabulary might profitably be referred back to STEPS, Book 3, for a review of using context clues and word structure to help determine word meanings. CONTEXT MEANINGS ARE ESSENTIAL TO COMPREHENSION IN THE LITERATURE UNITS.
- III. Quest Activity: The Quest Activity is, of course, optional. Its purpose is to guide and focus, with the aid of the teacher, a student's interest in a particular concept or subject encountered in the unit. A student selecting a Quest Activity will seek teacher help in delimiting his choice, and perhaps for aid in beginning study or research. Once started, he should be encouraged to do as much on his own as he can. This is the student's chance to pursue his interests in a meaningful way, or to develop creativity.

APPENDIX E

STUDENT PROCEDURES FOR THEMATIC LITERATURE UNITS

1. Read carefully through the descriptions of the units that you may choose from.
2. Check out a copy of one of the units which seems to be interesting to you.
3. Study the Introduction and the Unit Objectives, and look carefully through the lists for Basic Reading and Related Reading, so that you know what is expected of you and so that you can plan your work.
4. Arrange with your teacher to discuss the unit briefly, to set your goals, and to make a general schedule for future discussions about the unit you have chosen.
5. Work through the unit by checking out the textbook; learning the vocabulary,* reading the assigned selections, and completing the study questions and activities.
6. When you reach the Discussion Places agreed upon with your teacher, be certain that you arrange with him for the Discussion.
7. There will often be a quiz or test after the Discussion. On such a quiz or test, you will be expected to use the reading selections and the Discussion information, and perhaps to apply the Unit Objectives to that part of the unit that you have finished.
8. Sometimes your teacher may give a short quiz at the beginning of the Discussion to help him make the Discussion more useful to you; generally these will not be graded.
9. When you have completed the entire unit, arrange with your teacher for a final Discussion, and then for the final exam. Your Related Reading is also due at this time.
10. If some part of the unit has a special interest for you, you may wish to pursue this interest further or in more detail. This is called a Quest Activity. You may choose your own Quest Activity, or you may select one of the suggestions at the end of the unit. After you have decided, but before you begin the Quest, discuss your choice with your teacher.
11. When you complete the unit, you should then choose another unit-- another literature unit, a writing unit, a library unit, or a grammar unit. Again, discuss your choice with your teacher.

*For some selections, vocabulary is listed for you. Sometimes, however, this is not done for you. You need some practice in identifying unknown words in the selections, for you must do this in most "free" reading you do. If you have difficulty using context clues and word structure to find the meanings of unfamiliar words, review Steps to Better Reading Book 3, or see your teacher. It is very important that you understand the word THE WAY THE AUTHOR MEANS IT.

APPENDIX F

LEADERSHIP I: LEADERS OF THE PEOPLE

A Conceptual Approach Thematic Literature Unit for
Continuous Progress, Individualized Learning

Prepared by
Ronald F. Malan
June 1969

TEACHER'S GUIDE TO "LEADERSHIP I: LEADERS OF THE PEOPLE"

The central thematic concept of this unit is: A good leader understands, loves, and inspires the people he serves.

The supporting concepts should also be brought into the student discussions. They are listed below, with the literary works which support each subconcept given in parentheses, in the order in which they appear in the unit.

Subconcepts

1. A good leader will have a positive effect upon others--he must be a good example.
(The Leader of the People; each of the novels; The Eagle That Is Forgotten; Political Greatness; The Happy Prince; Outwitted; They Might Not Need Me; King Mosiah's Discourse; King Benjamin's Address; The March of Zions Camp. In addition, Unfaithful Shepherds serves as a negative example of this subconcept.)
2. A good leader understands others--he empathizes with them, and loves them.
(The Leader of the People; each of the novels; The Happy Prince; Outwitted; King Mosiah's Discourse; King Benjamin's Address; The March of Zions Camp. Ozymandias, Paradise Lost I, and Unfaithful Shepherds exemplify the antithesis of this subconcept.)
3. A good leader has self-discipline and self-control.
(The Leader of the People; each of the novels; Political Greatness; The Happy Prince; Outwitted; They Might Not Need Me; King Mosiah's Discourse; King Benjamin's Address; The March of Zion's Camp. An example of leaders lacking these qualities is found in Unfaithful Shepherds.)
4. A good leader is well qualified to give direction to the people; he understands their goals and the best ways to achieve them.
(The Leader of the People; each of the novels; The Happy Prince; King Mosiah's Discourse; King Benjamin's Address; The March of Zions Camp.)
5. A good leader is enthusiastic.
(The Leader of the People; each of the novels; The Happy Prince; Outwitted; King Mosiah's Discourse; King Benjamin's Address; The March of Zion's Camp.)

6. A good leader is a guide--but not a dictator--of thoughts and actions.

(The Leader of the People; each of the novels; The Eagle That Is Forgotten; Political Greatness; The Happy Prince; Outwitted; They Might Not Need Me; King Mosiah's Discourse; King Benjamin's Address; The March of Zions Camp. Ozymandias and Paradise Lost I exemplify dictator-type leaders.)

7. Often, several people in a group have leadership potential; therefore, a leader is not indispensable.

(The Leader of the People; Unfaithful Shepherds.)

POSSIBLE DISCUSSION IDEAS

The Leader of the People. Because the "statements" in the student guide are so thorough, the discussion centering around this story should primarily be concerned with those statements.

NOVEL CHOICE: (Each student is allowed to choose which of the three novels he wishes to read.)

A Bell for Adano. Joppolo should be compared with General Marvin, in terms of the leadership concepts identified for this unit. The General serves as an ideal foil for the leadership qualities of Joppolo.

Ben Hur. The discussion considering this book might emphasize Ben Hur's struggle to find himself--he can't be an effective leader until he does; it might be appropriate here to encourage interested students to study the unit "Leadership II: Know Thyself" after they have completed this unit. Students might be lead to realize that simply being born a "prince" does not necessarily endow Ben Hur with leadership abilities beyond those of the people around him.

Good-bye, Mr. Chips. Some students might take an increased interest in teaching as a career after reading this book. They might be lead to see the powerful influence--for good or ill--that a teacher can have, and that an effective teacher is indeed a leader.

Ozymandias. This poem presents the case of an inherited position, but little developed leadership ability. It is an illustration of wrongly-used power, and the ultimate results of misdirected leadership.

The Eagle That Is Forgotten. It is important that students grasp the concept of the eagle used as a symbol of leaders, with the attendant implications flowing from that symbol. This poem might well be contrasted with "Ozymandias"--as to the questions of who really is forgotten and what kind of "monuments" endure after a leader's death.

Political Greatness. This poem will undoubtedly be difficult for many students to understand--even those working at Level One. But the insight available dictates that an effort be made to lead students to an understanding of what Shelley is trying to say.

The Happy Prince. This story is written simply and directly enough that students should require little if any help in understanding it. However, it does provide opportunities to discuss such ancillary ideas as the challenge of proper delegation, motivating followers to help accomplish the goals seen by the leader, etc.

Outwitted. This poem is also simply written, yet portrays an important principle of effective leadership, with many overtones for discussion.

They Might Not Need Me. In addition to the subconcepts identified for this unit, this compact little poem might also be discussed in terms of determining how much influence--"presence"--is appropriate in a leadership situation, and how this affects delegation, motivation, and follow-through.

Paradise Lost I. Although many students may have difficulty with Milton's style, this selection was nonetheless included because it offers an excellent opportunity to lead the student to discover that "good leaders" can mean doing a good job of leading people to do wrong. Satan, as presented here, is a very powerful and persuasive leader.

Unfaithful Shepherds. This selection from scripture might well be discussed in terms immediately applicable to many students: most of us have some kind of leadership function, either at home, at school, or at Church; how effective are we? What, specifically, can "I" do to function more effectively, by using leadership principles and concepts discovered in this unit?

King Mosiah's Discourse. It might be well to discuss the questions in the student unit at greater length than many students might have written. Question 6 is of particular importance.

King Benjamin's Address. Besides a discussion of items included in the student unit, it might be fruitful to lead students to compare King Benjamin with Ozymandias, General Marvin, the unfaithful "shepherds," or perhaps with Satan. This discussion could lead to a consideration of questions such as "What kind of leader have I been" do I want to be", etc.

The March of Zions Camp. Students should realize that being an effective leader is not always easy; seldom can one be effective simply by sitting back and giving orders. It might be useful to compare the Prophet with Steinbeck's grandfather ("The Leader of the People"), or with the unfaithful "shepherds." A comparison with Ozymandias could reveal the differences in attitudes and in willingness to actually work with the people in accomplishing tasks.

INTRODUCTION

Each of us is under the influence of many leaders, and within the different areas of our lives we may be influenced in different ways by different leaders. Leaders have always existed, in all societies and cultures throughout the ages; all men have been under a leader or leaders, and almost all men have had the experience of being some kind of leader, though often they did not realize it.

The Lord explained this principle to Abraham when he said, "These two facts do exist, that there are two spirits, one being more intelligent than the other; there shall be another more intelligent than they." The principle can be applied to leadership, as the Lord suggests further in the scripture, as well as to intelligence: where there are two people, one will lead the other; but another shall lead them both. Most people, then, are both leaders and followers, often at the same time.

Cowper, the British poet, called leaders the "lights of the world and stars of [the] human race." And, like stars, leaders differ in their brightness, or abilities. Leaders are as different as the people they lead. Reactions to different leaders are also different. Perhaps the extremes might be expressed in two quotations. Writing to the Corinthians, Paul said, "For if the trumpet give an uncertain sound, who shall prepare himself to the battle?"--if the leader is weak or uncertain, how can the people fulfill their destiny? On the other extreme, in his poem "Lancelot and Elaine" Tennyson describes his hero:

The fire of God
Fills him. I never saw his like; there lives
No greater leader.

Leadership begins in the home. It is here that almost all people are leaders; and it is most often here that the leaders don't realize that they are indeed leaders. In this unit we will explore several aspects of leadership discussed in literature. We will look at several different areas of leadership--government or community, business, Church, family. Literary men and women have expressed their opinions and observations in numerous different ways. Because our experiences with leaders and as leaders are so important to our success in life, exploring leadership in literature should stimulate us in expanding our understanding of leadership and in developing our own leadership abilities.

As you read, notice that there are always limits or boundaries within which leaders must lead. Perhaps the chief among the limitations are time and place. Abraham Lincoln couldn't have done much about the Civil War if he had been born in Spain; nor even if he had been born in

America, twenty years after the War. Tuna and Fata couldn't have led the Samoans in driving out the Tongans if they had lived before the Tongans came, or if they themselves had been born in Tonga! Every leader is limited by the time and place and environment that surround him. And perhaps it would be well to note here a limitation placed upon you as a leader; there will undoubtedly be other limitations which you discover for yourself, and maybe some you never discover, but there is one important limitation which affects the whole group--you and your classmates--as you Search for Significance. Two short references will present the limitation. First, in 1951, President David O. McKay explained to the Church that it was the Lord's will that we stop encouraging distant members to "gather to Zion"; he said that the time had now come for the members to stay in their homelands and build up and strengthen the Church there. The second quotation is a statement made by President Harvey L. Taylor, who is in charge of all Church schools in the world except B.Y.U., in talking to the C.C.W.S. faculty members on October 18, 1967. He instructed the faculty to teach the official position and feeling of the Church at the present time: we should encourage all capable and qualified students to improve their knowledge and talents overseas, if they can, but we must also at the same time teach them the Lord's program, that they should then return after their educational work and build up the Church here. And this, then, is your limitation: you can only find significance in life or as a leader to the extent that you obey the Lord's will given through his prophet, meaning that you prepare yourself in every way you can to build God's kingdom here. There is a great challenge in this; in a sense, it is your call to significance.

Finally in the Old Testament book of Esther, the evil Haman made secret plans to have all of the Jews (who were in bondage at the time) put to death. Mordecai learned of his plans; it was this same Mordecai who was Esther's cousin and who had brought Esther into favor with the King, Ahasuerus. And so Mordecai charged Esther, even if it caused her death, to save the Jews by helping the King understand what Haman's true plans were. And he adds, "Who knoweth but what thou art come to the kingdom for such a time as this?" The same question could be asked about us all. Who knows completely why God sent you here, at "such a time as this?"

UNIT OBJECTIVES

When you have finished this unit, you should be able to:

- (1-2-3) 1. Compare several authors' ideas about leadership, to be done in discussions and in written work.
- (1-2-3) 2. Describe different types and qualities of leadership, in relation to the selections he has read.
- (1-2-3) 3. Decide with your teacher what score you should achieve in order to "pass" a vocabulary quiz, oral or written or both, on the reading selections in this unit.
- (1-2-3) 4. Discuss with seriousness, your own leadership tendencies and qualities, and how you might further develop them.
- (1-2) 5. When given a problem-type question, write a clear, well-constructed, essay-type answer in complete sentences in which generalizations are supported by details, examples, definitions, comparisons, etc.

READING LIST

Basic Reading

The selections which follow will help you explore leadership in many areas--in government, education, business, and the Church.

If you study this unit thoughtfully, you should find an increased understanding of leaders and their great responsibilities--and increased knowledge in developing your own goals and leadership abilities.

Selection	Author	Source
(1-2-3) The Leader of the People	John Steinbeck	<u>Out of the Best Books 2</u>
<u>Novel selection</u> (Choose ONE of the following three novels):		
(1-2-3) A Bell for Adano	John Hersey	
(1-2-3) Ben Hur	Lew Wallace	
(1-2-3) Goodbye, Mr. Chips	James Hilton	
(1-2) "Ozymandias"	Percy Bysshe Shelley	<u>Adventures in English Lit.</u>
(1-2) "The Eagle That is Forgotten"	Vachel Lindsay	<u>Adventures in American Lit.</u>
(1) "Political Greatness"	Percy Bysshe Shelley	Supplement
(1-2-3) The Happy Prince	Oscar Wilde	<u>Out of the Best Books 1</u>
(1-2-3) "Outwitted"	Edwin Markham	Supplement
(1-2) "They Might Not Need Me"	Emily Dickinson	Supplement
(1-2-3) Paradise Lost, Book I	John Milton	<u>Adventures in English Lit.</u>
(1-2-3) Unfaithful Shepherds	Ezekiel (chapter 34)	<u>The Bible</u>
(1-2-3) King Mosiah's Discourse	King Mosiah (Mosiah 29:1-41)	<u>The Book of Mormon</u>

(1-2-3) King Benjamin's Address	King Benjamin (Mosiah 2:9-31)	<u>The Book of Mormon</u>
(1-2-3) The March of Zions Camp	S. Dilworth Young	<u>Out of the Best Books, 4</u>

Related Reading

Select at least ONE novel or ONE biography or ALL THREE short stories or ONE book of essays from this list. (If you wish to read a book not on this list, you must get your teacher's approval first.) When you finish your reading, arrange to discuss it with your teacher. Be prepared to discuss it in terms of the Unit Objectives.

Selection

Author

Novels

Pride and Prejudice	Austen, Jane
Jane Eyre	Bronte, Emily
Death Comes for the Archbishop	Cather, Willa
Don Quixote	Cervantes, Miguel de
The Ox-Bow Incident	Clark, Walter Van Tilburg
Lord Jim	Conrad, Joseph
The Big Fisherman	Douglas, Lloyd
The Robe	Douglas, Lloyd
Lord of the Flies	Golding, William
The Scarlet Letter	Hawthorne, Nathaniel
A Bell for Adano	Hersey, John
Goodbye, Mr. Chips	Hilton, James
The Hunchback of Notre Dame	Hugo, Victor
Les Miserables	Hugo, Victor
Kim	Kipling, Rudyard
Arrowsmith	Lewis, Sinclair
Main Street	Lewis, Sinclair
Man to Man	Lyman, Albert R.
Moby Dick	Melville, Herman
Mutiny on the Bounty	Nordhoff, Charles
Dr. Zhivago	Pasternak, Boris
Giants in the Earth	Rolvaag, O. E.
Scaramouche	Sabatini, Rafael
Shane	Shaefer, Jack
In His Steps	Sheldon, Charles M.
No Highway	Shute, Neville
Quo Vadis	Sienkiewicz
War and Peace	Tolstoy, Leo

Tom Sawyer
The Prince and the Pauper
Ben-Hur

Twain, Mark
Twain, Mark
Wallace, Lew

Biographies and Autobiographies

Archimedes and the Door of Science	Bendick, Jeanne
A History of the Prophet Joseph Smith for Young People	Cannon, George Q.
Mary Fielding Smith	Corbett, Don Cecil
Madame Curie	Curie, Eve
The Microbe Hunters	DeKruif, Paul
Gandhi	Eaton, Jeannette
Joseph Smith, an American Prophet	Evans, John Henry
Autobiography of Benjamin Franklin	Franklin, Benjamin
Annapurna	Herzog, Maurice
Profiles in Courage	Kennedy, John F.
Napoleon	Komroff, Manuel
Alexander of Macedon	Lamb, Harold
Charlemagne	Lamb, Harold
Dwight D. Eisenhower	Lovelace, Delos W.
Napoleon	Ludwig, Emil
Winston Churchill	Malkus, Alida Sims
Home Memories of President David O. McKay	MacKay, Llewelyn R.
Highlights in the Life of President David O. McKay	Morrell, Jeanette McKay
A Child's Story of the Prophet Brigham Young	Neeley, D. P. and N. G.
A Child's Story of the Prophet Joseph Smith	Neeley, D. P. and N. G.
A Child's Story of the Prophet Wilford Woodruff	Neeley, D. P. and N. G.
The Presidents of the Church	Nibley, Preston
From Immigrant to Inventor	Pupin, Michael
Winston Churchill	Reynolds,
Alexander the Great	Robinson, Charles Alexander, Jr.
Abe Lincoln Grows Up	Sandburg, Carl
Women of Mormondom	Tullidge, Edward W.
Up From Slavery	Washington, Booker T.
Here is Brigham	Young, S. Dilworth

Short Stories

Amalickiah Conspires to Be King	(Alma, chapter 46, The Book of Mormon)
King Lamoni's Example	(Alma, chapter 19, The Book of Mormon)
Mormon Refuses to Be General	(Mormon 3:4-16; 4:1-4, Book of Mormon)

Essays

Successful Leadership	Brigham Young University (compiler)
Gifts of the Spirit	Crowther, Duane S.
I Dare You!	Danforth, William H.
The Ten Most Wanted Men	Dunn, Paul H.
Family Leadership	Merrell, V. Dallas
Character and Leadership	Monson and Barton
Leadership	Sill, Sterling W.
Leadership II	Sill, Sterling W.
The Upward Reach	Sill, Sterling W.
The Law of the Harvest	Sill, Sterling W.
The Way of Success	Sill, Sterling W.
What Doth It Profit	Sill, Sterling W.
How to Pray and Stay Awake	Skousen, Max
Farewell Address	Washington, George

Now the Lord had shown unto me . . .
the intelligences that were organized
before the world was; and among all
these there were many of the noble and
great ones;

And God saw these souls that they
were good, and he stood in the midst
of them, and he said: These I will
make my rulers; for he stood among
those that were spirits, and he saw
that they were good; and he said unto
me: . . . thou art one of them; thou
wast chosen before thou wast born.

Abraham 3:22-23

THE LEADER OF THE PEOPLE by John Steinbeck, 1902

This study guide provides leadership principles or ideas found in a book entitled Group Experiences by Bernice Batter and Rosaline Cassidy. These principles should help you in discussing leadership in general and in this story in particular. The statements below are found in the book Group Experiences; the question you should keep in mind throughout your reading is, "What kind of understandings about leadership does John Steinbeck exhibit in this story?"

Statement: A leader will have a positive effect upon others--he will be a good example.

- (1-2-3) 1. What evidence is there in Steinbeck's description of the grandfather to show that he was once a leader?

Statement: A good leader has self-discipline and self-control.

- (1-2-3) 2. How did the grandfather demonstrate that he identified himself with the people?

Statement: A good leader is well qualified to give direction to the people; he understands their goals and the best ways to achieve them.

- (1-2-3) 3. What was the grandfather's viewpoint on the people's eating their own oxen?
- (1-2-3) 4. How was his suggestion to insure the people's protection when fighting Indians an example of a leader's ingenuity?
- (1-2) 5. To what does the grandfather compare his people? Explain the significance.
- (1-2-3) 6. Was the grandfather concerned with each individual's desire or with the general purpose that the group desired to accomplish?
- (1-2) 7. Discuss the significance of this statement: "Every man wanted something for himself, but the big beast that was all of them wanted only westering--westering was hunger." ("Westering" is going West.)

Statement: A leader is a guide--but not a dictator--of thoughts and actions.

- (1-2-3) 8. What incident in the story shows that the grandfather did not have complete control over the thoughts and acts of the people but merely acted as their guide?

Statement: Often, several people in a group have leadership potential; therefore, a leader is not indispensable.

- (1-2-3) 9. Does the grandfather feel that only he could have been the leader of the people? Why or why not?
- (1-2) 10. Give a summary of the characteristics of leadership that can be seen in "The Leader of the People."

NOVEL: ANSWER ONLY THE QUESTIONS WHICH APPLY TO THE SELECTION YOU CHOOSE.

A Bell for Adano. This story takes place in the town of Adano, Italy, in 1943, after the American Army has invaded Italy. It tells of a man who truly understood people.

- (1-2-3) 1. When Joppolo asked the leading citizens of Adano what their most pressing problem was, what did they answer?
- (1-2-3) 2. Ask your teacher to explain what a "town crier" is, if you don't already know. Why was this a good way to spread news and instructions in Adano?
- (1-2) 3. Why didn't Tomasino want to come to headquarters? Be specific.
- (1-2-3) 4. When General Marvin was driving through Adano, what did he order his soldiers to do? What did he then order Joppolo to do?
- (1-2-3) 5. Why did Joppolo disobey General Marvin's order? Be specific.
- (1-2-3) 6. Just before Joppolo left Adano, he asked Sergeant Borth to help Joppolo's successor do something. What was that something? What did he say Adano needed?
- (1) 7. Compare the leadership of Major Joppolo and General Marvin. Which was the better leader? Why? Use examples from the book in your answer.

Ben Hur. This story takes place in and around Palestine, about the time of Christ. It is a story of great excitement and action, and a different look at the life of Jesus.

- (1-2-3) 1. Who was Ben Hur? Who was Messala? Be specific. Why does Ben Hur say that they can no longer be friends?

- (1-2-3) 2. Why did Arrius like Ben Hur? What did Arrius decide about Ben Hur's chains? Why was he later glad he had done this?
- (1-2-3) 3. Why did Ben Hur join the chariot race? What did he do to Messala's chariot just before the end of the race? What happened to Messala?
- (1-2-3) 4. Identify these other important characters: Balthasar, Simonides, Esther, Iras. Who was right about Christ, Balthasar or Simonides? Esther or Iras?
- (1-2-3) 5. What was Ben Hur's "Great Plan?" Be specific; give some details.
- (1-2-3) 6. When Ben Hur suggested that his army protect Jesus, how did the Savior answer? What then did Ben Hur finally understand? Whose "great plan" was better? Why?
- (1) 7. Discuss Ben Hur as a leader; you may compare him to Gratus, Pilot, or Messala, but be specific.

Good-bye, Mr. Chips. This story takes place in an English boys' school between 1870 and 1933. It is a story of an unusual teacher and headmaster; students who are interested in teaching or in teachers will enjoy it.

- (1-2-3) 1. What did the boys think of Chips' jokes? Why did they feel that way?
- (1) 2. Chips had desired to become a headmaster; why did he give up this ambition? Under what conditions did he, much later, become headmaster?
- (1-2) 3. In what ways did Kathy influence Chips as a teacher? What happened to her?
- (1-2-3) 4. During the German bombing raid, what did Chips say and do to keep the boys calm?
- (1-2-3) 5. What happened to Chips after the War? At what time was he invited back to Brookfield?
- (1-2-3) 6. In what way did Chips have children--"thousands of 'em. . . and all boys?"
- (1-2-3) 7. Using Mr. Chips as an example, discuss in what way or ways a teacher is a leader. Be specific.

OZYMANDIAS by Percy Bysshe Shelley, 1792-1822

Shelley wrote this poem in a contest with a friend when they heard about the discovery of a broken Egyptian statue.

- (1-2) 1. By describing a statue that is broken, what comment is Shelley making about the works of the king?
- (1) 2. What is ironic about these lines: "My name is Ozymandias, king of kings; look on my works, ye Mighty, and despair!"?
- (1-2) 3. In your opinion, what is the best way for a person to make sure that he is remembered favorably?

THE EAGLE THAT IS FORGOTTEN by Vachel Lindsay, 1879-1931

This poem by Vachel Lindsay presents some of his thoughts about leadership and about those who follow leaders--specifically, the effect of a leader after he dies.

- (1-2) 1. Why is an eagle a good symbol for a leader? Be specific. (You may wish to read an encyclopedia article about eagles.)
- (1-2) 2. Has a leader labored in vain if after his death men forget to follow his teachings? Support your answer.
- (1-2) 3. Do you agree with the last two lines of this poem? How is it possible "to live in mankind?"
- (1) 4. What is the tone of the second and third stanzas of this poem? What is the tone of the last stanza? Remember that tone is the author's attitude--what he wants us to feel.
- (1) 5. Compare the kind of leader in this poem to the king in "Ozymandias." Be thoughtful and specific in your answer; you may quote lines from the poems if you wish.

POLITICAL GREATNESS by Percy Bysshe Shelley

In this poem Shelley indicates that "political greatness" comes not through force, but through living well.

- (1) 1. Why does Shelley refer to people "whom tyranny makes tame" as "herds?" In what way do such people live like animals?

- (1) 2. Shelley asks, "What are numbers (people) knit / By force or custom?" Answer his question; your answer should be an extension of your answer to question 1 above.
- (1) 3. What does Shelley say a person must do if he is to really become a man (i.e., become a leader)? Be specific; notice Shelley's use of symbolism in the last few lines of the poem.

THE HAPPY PRINCE by Oscar Wilde, 1856-1900

Oscar Wilde claimed that he wrote this story as a "fairy tale" for children. However, some of the references to leadership problems indicate that it is more than just a child's story.

- (1-2-3) 1. What did the statue of the Happy Prince look like at the beginning of the story? at the end of the story? Why did the statue look different?
- (1-2-3) 2. List the things the Happy Prince asked the Sparrow to do for him.
- (1-2-3) 3. Notice that the Prince did not tell the Sparrow to do everything for him. The Prince himself discovered what needed to be done (i.e., saw the problems, set the goals); he only asked the Sparrow to help--to do what he could not do alone. Then the Sparrow became very devoted to him. Explain how this shows that the Happy Prince was a good leader. What finally happened to the Sparrow?
- (1-2-3) 4. Compare the Happy Prince and the Sparrow with the Mayor and the Town Councilors. What finally happened to each one of these? Who helped the people the most?

"OUTWITTED" by Edwin Markham, 1852-1940

- (1-2-3) 1. Learn the following words AS USED IN THIS POEM: outwitted, heretic, rebel, flout, wit.
- (1-2-3) 2. What specific quality, so important to successful leadership, was required "to win?"
- (1) 3. Explain in what ways someone might "draw a circle" shutting out their leader. In what specific ways might a leader draw another "circle" which includes that person "in?" What is the significance of the title, judging from a leadership point of view?

"THEY MIGHT NOT NEED ME" by Emily Dickinson, 1830-1886

- (1-2) 1. What attitude of good leadership is suggested in the first line? Be specific.
- (1) 2. This poem is largely concerned with a leader's meeting the needs of the individual follower. Explain when and why a leader might let his head "be just in sight."

PARADISE LOST, Book I by John Milton, 1608-1674

Paradise Lost is a long and famous poem by Milton about the fall of man. Book I, the only part you will read at this time, is concerned mostly with Satan. Cleanton Brooks, a prominent modern critic, says this about Milton's picture of Satan:

With Satan himself Milton has been so honest and dramatically sympathetic an advocate that unwary readers . . . have concluded that Milton was really unconsciously on Satan's side.

Milton was not consciously or unconsciously on the devil's side; nor was he confused about the issues. He was instead a great dramatic poet, willing to allow his characters full liberty of development, and giving even his Lucifer advantage of sun and wind.

Milton's Satan is one of the most famous in all literature. As you read his majestic words try to envision the power of Satan's personality and his determination to make the best of things. The marginal gloss (the summary notes at the side of the poem) should be very helpful to you. Remember that these are majestic words and should be read in a dramatic style.

- (1-2-3) 1. The beginning lines of Paradise Lost make a plea for divine guidance for the poet in his great work; and the question is asked, "Who caused our first parents to fall from their happy state in the Garden of Eden?" And the answer is given, "The infernal serpent . . ." For what reason did this person tempt "the mother of mankind?"
- (1-2) 2. Milton hints upon the leadership qualities of Satan. Explain why Satan was cast out of heaven and why you think so many of the angels were cast out with him. (Answer from the poem, not from previous knowledge.)
- (1-2-3) 3. While Satan lies vanquished in his fiery hell, what is it that torments him? Do you think this is one reason Satan develops further his leadership powers? Why?

- (1-2-3) 4. As Satan becomes more aware of his tortuous condition, he spies one of his comrades lying close beside him. What position of leadership does this fallen angel hold? Does Satan's organization resemble the organizations of great leaders in our world?
- (1-2) 5. What hint does Satan give, in his speech to Beelzebub, that he was the natural one to be their leader in the war against God? What do all the other angels have in common with Satan?
- (1-2-3) 6. What does Satan say he will do with the new experience and foresight he has gained through his fall from heaven?
- (1-2) 7. Beelzebub talks about "Heaven's perpetual king" and gives the reason for their going to war against him. Who is "Heaven's perpetual King?" Do you think Beelzebub gives the correct reasons for God's right of leadership in heaven? Explain.
- (1-2-3) 8. To what cause does Satan now pledge himself and his comrades? What forces in the world's recent history have proclaimed a similar cause through their godless leaders?
- (1-2) 9. How does Satan show his leadership abilities after he sees that they are no longer pursued by the heavenly ministers?
- (1-2) 10. As Satan and Beelzebub reach the land which saves them from the fiery torment, and declare that this must now be their "Heaven," what interesting statement does he make about the mind?
- (1) 11. Why did Satan, though one of heaven's greatest leaders and followed by so many loyal angels, feel that it was better to reign in hell than to serve in heaven? What do you find unusual about Satan's statement that most other leaders would not agree to?

UNFAITHFUL SHEPHERDS, Ezekiel (chapter 34)

As you read this chapter, notice the majesty of the language and also notice that the message is delivered in a symbolic manner. You have studied some symbolism in poetry, short stories, and novels; now we will look at Biblical use of symbolism.

- (1-2-3) 1. What do the following represent?
- shepherds
 - flocks
 - beasts of the field
 - pasture
 - fold
- (1-2-3) 2. For what reason is the Lord angry with the shepherds?
- (1-2-3) 3. What does the Lord say that he will do that indicates his deep concern for the flock?
- (1-2-3) 4. What makes the Lord so angry with the fat and the strong that he says that He will feed them with judgments?
- (1-2) 5. After looking at all the acts of the unfaithful shepherds, make a list of what you think the Lord would consider acts of a faithful shepherd.
- (1) 6. From your own experience with leaders, write a character sketch of someone whom you consider a faithful shepherd. Use the "illustration" method of developing your theme by giving examples to support your judgment.

KING MOSIAH'S DISCOURSE, Mosiah 29:1-41

- (1-2) 1. What does King Mosiah say might happen if the people insist on having a king?
- (1-2-3) 2. What kind of leaders does he suggest instead of kings? Why?
- (1-2-3) 3. What happens to people who are led by a wicked king? Be specific. Give an example or two.
- (1-2-3) 4. Explain why it is difficult to "dethrone an iniquitous king."
- (1-2) 5. What does King Mosiah suggest if the judges "do not judge you according to the law?"
- (1-2-3) 6. In verses 13 and 14, King Mosiah reminds the people what kind of kings he and his father (King Benjamin) have been. Verses 40 and 41 tell you how the people feel about them. Do you think this is enough reward for a whole lifetime of serving as a leader? Explain.

KING BENJAMIN'S ADDRESS, Mosiah 2:9-31

- (1-2-3) 1. What are the two reasons King Benjamin says he did NOT call the people together for? Also list the three reasons he gives for calling them together.
- (1-2-3) 2. In what important ways has King Benjamin been different from most kings? Be specific.
- (1-2-3) 3. How does King Benjamin say we serve God? What does this mean for leaders? Be specific.
- (1-2) 4. Explain, in your own words, what King Benjamin means in verses 20-24.
- (1) 5. Explain (as much in your own words as you can) what King Benjamin means in verses 27-28 about a leader's responsibility to his people and to God.

"THE MARCH OF ZIONS CAMP" by S. Dilworth Young, 1897-

President Young, a member of the First Council of Seventy, is the great-grandson of Brigham Young. This poem is taken from his book, The Long Road, which is about the life of the Prophet Joseph Smith.

After you read the poem, read the discussion on pages 218-219 of the book.

- (1-2-3) 1. List at least three specific things Joseph Smith did which show that he was a great leader.
- (1-2-3) 2. How many men were asked for? How many came? Why do you think that many of those who came later became leaders in the Church?
- (1-2-3) 3. (a) What happened at Fishing River? (b) How did this affect the men of Zions Camp? Be specific.
- (1-2) 4. Basing your comments upon this poem, discuss Joseph Smith as a leader. You may compare him with other leaders or with principles of leadership which you have read about in this unit. Write about one or two pages.

SUGGESTIONS FOR QUEST ACTIVITIES

1. You may wish to select a good leader that you could interview. Write a list of questions to ask him/her about leadership.

Discuss your list of questions with your teacher, and ask him to help arrange an appointment with this leader for your interview. After the interview, write a report, or report orally to the class, about what you have learned about leadership from this interview.

2. You may wish to choose a great leader and read at least two books, or one book and two shorter articles, about him/her. Write an analysis of his/her leadership abilities, based on what you learned in this unit. You may combine this Quest Activity with the Related Reading assignment (that is, do both assignments about one person), or you may wish to choose someone different.
3. You may wish to read at least five chapters from any of Elder Sill's books listed in the "Essays" part of the Related Reading List. Do NOT use any chapters you have read for any other class. Make a list of leadership principles or qualities you discover in these chapters, and tell how you can use each of these principles or qualities in your own life.
4. You may wish to choose at least one of the other books (i.e., other than those by Elder Sill) on the "Essays" part of the Related Reading List. Make a list of all of the leadership principles you discover in your reading, and tell how you can use each of these principles in your own life.
5. You may wish to skim through several books in the "Essays" part of the Related Reading List, and make a report of the leadership ideas that you find. You should list at least 25 ideas. Then write about one page about one or two of them, telling how you can use them in your own life.
6. An idea of your own.

Discuss your choice with your teacher.

APPENDIX G

THE VALUE OF WORK

A Conceptual Approach Thematic Literature Unit for
Continuous Progress Individualized Learning

Prepared by
Ronald F. Malan
1969

Patterned after a similar unit by Nancy Johnson
of Brigham Young Laboratory School, 1965

TEACHER'S GUIDE TO "THE VALUE OF WORK"

The central concept of this unit is: Work is necessary for growth, progress, and happiness.

The following supporting concepts should also be brought into the discussions. For your convenience in aiding the development of the discussions, they are listed in the order in which they are first approached in the unit study questions.

Subconcepts

1. A life of hard work can offer great satisfaction.
(Lucinda Matlock; The Woman; The Apartment House; The Miracle Worker; Labor; Liberation; Leeuwenhoek; Kon-Tiki; The Beggar; Quality; My Struggle.)
2. If a person enjoys his work, he can be happy--even if he fails to realize all of his goals or desires.
(Lucinda Matlock; The Woman; The Apartment House; Leeuwenhoek; The Beggar; My Struggle.)
3. Our attitudes toward work are often more important than the kind of work we do.
(Lucinda Matlock; The Woman; Liberation; Of Work; Miniver Cheevy; The Beggar; Quality; My Struggle.)
4. A person's attitudes toward work can have an important influence on other people's work attitudes--including his own children's.
(Lucinda Matlock; The Woman; The Apartment House; Miniver Cheevy; Richard Cory; The Beggar; Quality; My Struggle.)
5. Work can help a person better understand himself.
(The Woman; The Miracle Worker; Liberation; Leeuwenhoek; Kon-Tiki; The Beggar; My Struggle.)
6. Mastery of work gives independence.
(The Miracle Worker; Liberation; Leeuwenhoek; The Beggar; My Struggle.)
7. Working enables a person to contribute something to the world--knowledge, health, happiness, etc.
(The Miracle Worker; Liberation; Of Work; Leeuwenhoek; Kon-Tiki; Quality; My Struggle.)
8. True work is part of true religion.
(Labor; Of Work.)

9. Without work a person lacks independence, dignity, and happiness.
(Labor; Liberation; Of Work; Miniver Cheevy; Richard Cory;
The Beggar.)
10. Honest work should be given when pay is received.
(Quality; My Struggle.)
11. A student's work is learning and understanding. All the other concepts applying to work apply to school work also.
(My Struggle; almost any other can be applied.)

NOTE: There is only one "UNIVERSAL" Discussion and testing Place in this unit, after The Miracle Worker. Others should be scheduled according to student needs.

POSSIBLE DISCUSSION IDEAS

"Lucinda Matlock." Lucinda feels a genuine sense of accomplishment after a life of hard work. The final five lines, of course, refer to work attitudes: those "degenerates" who primarily seek pleasure would be much happier if they worked and accepted life as it comes. An attitude change would also result.

"The Woman." An important point in this story is that good attitudes--and happiness--must be worked at constantly. Lucile is neither simple nor insensitive; her comments show comprehension of the situation. But happiness and increased self-understanding, through good work attitudes, enables her to adjust to unrealized ambitions. This story gives us a glimpse into happiness "in process." Finally, Lucile's influence on her family, Bellard in particular, is of central concern.

"The Apartment House." This short poem is also concerned with attitudes, which in this case turn routine work in a dreary environment into willing service, producing happiness. Advanced students might also be interested in considering the religious suggestions in the poem: the choice of words in the final six lines; the need to look up to see the woman's face reinforces the idea of a "sacred place"; and the building's transformation: "it is still in the world, but no longer of it."

The Miracle Worker. Anne Sullivan could certainly view her life's accomplishments with deep satisfaction. She not only worked hard, but she contributed significantly to the success of all those to follow her in related areas. The STEPS program points out Anne's increased self-understanding. It is important that students discuss the steps to reading a play (see STEPS, p. 100) so they can apply these procedures and techniques in reading plays later.

Normally, every student will have a Discussion and test after The Miracle Worker. See the STEPS Teacher's Manual, p. 61, for the prepared tests. Tracks Two and Three should take the objective test; Track One may do so as well, but should also take the essay test. Experimentation necessary.

Excerpts from "Labor." In addition to discussing each of the thoughts which the students desire, the point should be made that work helps develop self-discipline, which is required for spiritual growth. Perhaps a special emphasis should be placed upon the statement, "Every noble work is at first 'impossible.'" This could well be discussed in connection with The Miracle Worker, and later discussed again with "Leeuwenhoek," Kon-Tiki, and "My Struggle."

Excerpts from "Liberation." Study question 2, in which the students (Tracks One and Two) explore the relationship between work and liberation, is central; this will probably need careful explanation for most students. Some students might react favorably to the idea of applying this principle to their school work. Other concepts illustrated in these excerpts are (5) work promotes better understanding, and (7) work permits significant contributions to the world. Both of these ideas are presented in this essay in a somewhat different light from the emphasis in the other pertinent selections.

Excerpts from "Of Work." Only Track One is asked to explain "step(ping) out of life's procession," but this phrase should be discussed with all student discussion groups. Being out of step would destroy independence, dignity, and happiness. "Earth's furthest dream" should also stimulate considerable discussion with Tracks One and Two, who are asked to consider it. In a sense, Gibran is agreeing with Carlyle that true work is part of true religion. He certainly agrees that work enables a person to contribute something to the world.

"Leeuwenhoek: First of the Microbe Hunters." Probably a discussion of fictionalized biography should be included, for most students. The contrast of de Kruif's chapter and the encyclopedia article should receive brief focus. This story is a good illustration of persistence, of enjoying one's work, of helping the world along. It is also useful as an example of important concepts in the three more "philosophical" selections--those by Carlyle, Mabie, and Gibran.

The Kon-Tiki Expedition. Many students will undoubtedly become interested in Polynesian origins, etc., from reading this selection; it serves as a focal point from which several Quest Activities can originate. In addition, it can also be applied to the same concepts as "Leeuwenhoek: First of the Microbe Hunters."

Students preparing for the School Certificate Examination should be especially thorough with this work.

"Miniver Cheevy." Several students may trip over the mythological and historical references in this poem; if so, the discussions should clarify it so that concept attainment is achieved. The matter of attitudes is most important to this poem--Miniver's attitudes toward work, and how his attitudes may influence those potentially around him. Because of his attitudes, Miniver lacks dignity and respect. For all his dreaming and drinking, happiness is not his.

"Richard Cory." This poem directly supports and explains the central or major concept of this unit: work is necessary for growth and progress. Exploring the influence of Richard Cory's work attitudes on his neighbors may prove interesting to many students, as would also consideration of the depth of Richard Cory's apparent dignity.

"The Beggar." Help students to discover the subtle "humor"--and the irony--of this story. A discussion of the study questions should tie in the rest of the appropriate concepts; student comprehension of the Skvortsoff-Lushkoff-Olga relationship is, of course, very important. Lushkoff's achievement of greater self-understanding, through--and leading to--improved work attitudes should be discussed.

"Quality." Dedication to quality and integrity, in spite of "competition" or over-enthusiastic ambition or "just-do-enough-ness" is a major contribution of this story. Mr. Gessler's attitudes should be carefully considered; there may be some impracticality in him. Yet this should not in any way detract from the story's main point. Mr. Gessler's impact upon the narrator might well be discussed.

"My Struggle for an Education." The success of this unit depends in considerable degree upon the individual student adopting better work attitudes--and therefore habits. Preceding articles have provided background and experience in preparation for this article. It should be discussed meaningfully, but not at all "preached." The student should arrive at his own commitment. But skillful guidance to the verge of commitment may be essential for many students.

INTRODUCTION

From the time that Adam and Eve were cast out of the Garden of Eden, work has seemed to most people to be a curse. However, even though God did curse the earth so that Adam would need to work, working itself was not a curse. God was actually helping Adam, and us, for He knew that progression comes only through effort, or work. Work, then, is an important part of true religion.

It is basically our attitudes toward work that make the difference between happiness, satisfaction, progression, or unhappiness, frustration, and discouragement. Sometimes a person has had bad experiences with work: being expected to do too much or work too difficult for his age or size, or physical punishment if required work is not properly finished. This still does not mean, however, that work itself is bad and undesirable. In fact, when we have quite a bit of time with nothing particular to do in it, we generally invent something to do--most often some kind of "work."

This suggests that there are many kinds of work, and many circumstances in which work is done. We may work alone or in groups. We may be our own "boss," or we may work for someone else. And one of the most important parts of work is planning. Sometimes we plan our work, and sometimes others may plan it for us. Another part of work is putting the plan into action; "Plan your work, then work your plan" is a very familiar saying. An old, short poem emphasizes the importance of completing our work--and of doing a good job at the same time:

When a task is once begun,
Never leave it 'til it's done.
Be the labor great or small,
Do it well, or not at all!

A long time ago someone very wise said this about our attitudes toward our work: he who works only with his hands is a laborer, pity him; he who works with his hands and his head is a craftsman, respect him; and he who works with his hands and his head and his heart is an artist, honor him.

UNIT OBJECTIVES

Upon completion of this unit, you should be able to:

- (1-2-3) 1. Identify, in discussion and on tests, the work attitudes of various characters in literature selections.
- (1-2-3) 2. Discuss, orally or in writing, the influence that one person's work attitudes can have on other people's attitudes, using carefully chosen examples.
- (1-2) 3. Explain, using examples, how work can "free" a person and can help him better understand himself.
- (1-2-3) 4. Discuss, orally or in writing, several people who have made the world a better place because of their work.
- (1-2-3) 5. Explain, in discussions or in writing, and in some detail, the relationship between true work and true religion.
- (1-2-3) 6. Decide with your teacher what score you should achieve in order to "pass" a vocabulary quiz, oral or written or both, on the reading selections in this unit.
- (1-2) 7. Write a clear, well-constructed essay (from 1 to 2 pages in length; Track One) or paragraph (about 1/2 to 1 page in length; Track Two), appropriate to this unit, in complete sentences, in which general statements are supported by details, examples, or comparisons.
- (1-2-3) 8. Show by your actions throughout the rest of the year, improved attitudes toward your work--at school and at home.

READING LIST

Basic Reading

Selection	Author	Source
(1-2-3) "Lucinda Matlock"	Edgar Lee Masters	<u>Out of the Best Books 3</u>
(1-2-3) "The Woman"	Zona Gale	<u>Out of the Best Books 2</u>
(1) "The Apartment House"	Joyce Kilmer	<u>Out of the Best Books 2</u>
(1-2-3) <u>The Miracle Worker</u>	William Gibson	
(1-2) from "Labor"	Thomas Carlyle	Supplement
(1-2) from "Liberation"	Hamilton W. Mabie	Supplement
(1-2-3) from "Of Work"	Kahlil Gibran	Supplement
(1-2-3) "Leeuwenhoek: First of the Microbe Hunters"	Paul de Kruif	<u>Microbe Hunters</u>
(1-2-3) <u>The Kon-Tiki Expedition</u>	Thor Heyerdahl	
(1-2-3) "Miniver Cheevy"	Edwin A. Robinson	<u>Out of the Best Books 1</u>
(1-2-3) "Richard Cory"	Edwin A. Robinson	<u>Out of the Best Books 3</u>
(1-2-3) "The Beggar"	Anton Chekhov	Supplement
(1-2) "Quality"	John Galsworthy	<u>Out of the Best Books 1</u>
(1-2-3) "My Struggle for an Education"	Booker T. Washington	Supplement

Related Reading

Selection	Author
<u>Novels</u>	
The Good Earth David Copperfield Good-Bye, Mr. Chips The Rise of Silas Lapham Captains Courageous Arrowsmith How Green Was My Valley No Kava for Johnny Giants in the Earth The Grapes of Wrath Fortitude	Buck, Pearl Dickens, Charles Hilton, James Howells, William Dean Kipling, Rudyard Lewis, Sinclair Llewellyn, Richard O'Grady, John Rolvaag, Ole Steinbeck, John Walpole, Hugh
<u>Biographies and Autobiographies</u>	
The Americanization of Edward Bok Madame Curie Microbe Hunters Gandhi George Washington Carver From Imigrant to Inventory Abe Lincoln Grows Up Up From Slavery	Bok, Edward Curie, Eve de Kruif, Paul Eaton, Jeannette Graham and Lipscomb Pupin, Michael Sandburg, Carl Washington, Booker T.
<u>Short Story</u>	
"The Revolt of Mother"	Freeman, Mary E. Wilkins
<u>Essays</u>	
"Self-Reliance" "Economy"	Emerson, Ralph Waldo Thoreau, Henry David
<u>Poem</u>	
"The Man With the Hoe"	Markham, Edwin

LUCINDA MATLOCK by Edgar Lee Masters (American, 1869-1950)

This poem is from the SPOON RIVER ANTHOLOGY. All of the poems in this book were written by Masters, and are EPITAPH-MONOLOGUES. An epitaph is what is written on a person's gravestone, or grave marker. A monologue is a conversation in which one person does all of the talking. Thus, the imaginary people of the invented town of Spoon River wrote their own epitaphs. Each one tells, very briefly, how he lived. Many were unhappy and unsuccessful, but "Lucinda Matlock" tells of a woman who loved life and who was happy.

Vocabulary: ere, spun (spin), wove (weave), ramble, discontent, drooping, degenerate (as an adjective).

- (1-2-3) 1. (a) List the experiences in Lucinda Matlock's life which made her love life. (b) Did these experiences make her happy, or was it her attitude toward these experiences which gave her satisfaction? Explain your answer.
- (1-2) 2. The last five lines refer to people--especially young people--who don't find happiness in their lives; the last two lines suggest how to change this situation. What does she mean by "It takes life to love Life?" (Notice the capital L on the last "life.") Be specific.
- (1-2-3) 3. (a) Have you ever done a kind of work which gave you deep satisfaction? (b) If so, what was it? (c) Which do you prefer--work, or pleasure? Why? Again, be specific.

THE WOMAN by Zona Gale (American, 1874-1938)

Happiness isn't found; it isn't an accident, it isn't good luck. If we desire to be happy, we must make ourselves happy. Like "Lucinda Matlock," this story presents a woman who accepted life as it came to her, with all of its problems and disappointments as well as its sparkling moments, and who made herself and her family happy.

But in the poem, Lucinda Matlock tells her own story; in "The Woman," the husband Bellard tells about Lucile. As you read, notice that this couple are so close that Bellard can't tell us about his wife without telling us many things about himself at the same time. This, then, isn't really the story of Lucile, nor the story of Bellard, but the story of the two of them together.

Vocabulary: suburb, shabby, financier, bankruptcy, uncongenial, abstraction, frock, croup, chattered, pouted, coquetted, cynical, hilarious, patronized, berating, clamor, turbulence, exasperated, compassion.

- (1-2-3) 1. List Lucile's reaction to each of the following events:
- When Bellard "longed" to give her beautiful things
 - When Bellard asked "what kept her so happy"
 - When her daughter complained she was too "patient with him"
 - When her daughter asked how they would live
 - When Bellard remarked that, as a girl, Lucile had dreamed that "things would be different"
 - When Bellard asked what she wanted "most of anything in this world"
- (1-2) 2. What made Lucile so happy? Refer to her reactions to the events in question 1 before you decide upon an answer. You may also refer to other parts of the story if you wish.
- (1-2-3) 3. (a) Did Bellard enjoy his work? (b) Did he reach his goals? (c) Was he happy? Explain why or why not.
- (1) 4. Bellard compares his wife to a flower. But when he sees lilies blooming in a pot in the sidewalk, he realizes that there is more to a flower--and more to Lucile--than beauty and fragrance. Explain carefully what he means when he says about the lilies, "They're like Lucile. They're all doing their utmost."

THE APARTMENT HOUSE by Joyce Kilmer (American, 1886-1918)

An old, large, dirty, unattractive apartment house would be a good symbol for unhappiness, selfishness, and work that has little or no meaning or significance. In such a place, we would expect the lowest forms of work, and the greatest unhappiness and dissatisfaction.

As you read this short poem, notice how carefully the words have been chosen to suggest exactly what the author has in mind. Words and phrases like "severe," "great stone box," "cruelly displayed," "dreary," "vagrant," "sullen convicts," and "slaves toil cumbly," set a negative, inhuman, unhappy mood or feeling. In the same way, words and phrases in the last six lines have been carefully chosen to suggest a miraculous change. The building remains the same, physically, but it seems different.

Vocabulary: severe, arc, dreary, vagrant, sullen, toil, dumbly, folly, cleft (cleave)

- (1) 1. What effect does the "gleam" on the woman's face have on your feelings toward the apartment house?

- (1) 2. What does this poem suggest about work and happiness, even if a person is "poor?" Explain your answer.
- (1) 3. The two poems and the story you have now read each talk about the place of a woman in accomplishing her work and contributing to family happiness. Write a well-organized paragraph in complete sentences, about one page in length, in which you discuss the importance of a woman's work in contributing to family happiness and satisfaction. You may wish to use examples, illustrations, or details from any or all of the selections you have read.

THE MIRACLE WORKER by William Gibson (American, 1914-)

Helen Keller nearly died before she was two years old; she recovered from her illness, but she was blind, deaf, and mute (unable to speak). This play is about Anne Sullivan, who became Helen Keller's teacher.

The play, then, is based on a true story. The play only tells of the beginning of Anne's work with Helen; Anne continued to help Helen until her death, in 1936. Helen herself died in 1968.

Albert Einstein, the famous mathematical genius, told Anne, "Your work (with Helen) has interested me more than any other achievement in modern education. You not only imparted language to Helen Keller but you unfolded her personality; and such work has in it an element of the superhuman." And, in her autobiography, (THE STORY OF MY LIFE: You may read it in connection with the unit called "The Search for Dignity and Respect"), Helen Keller said that the most important day of her life was the day Anne Sullivan arrived.

(1-2-3) Activity 1: Read the entire play.

(1-2-3) Activity 2: Check out a copy of STEPS TO READING LITERATURE, Book 1, and work through the program about The Miracle Worker, starting on page 61. Be sure to write your answers in your notebook (NOT in the STEPS book). You will probably want to refer back to the play as you work through the program.

(1-2-3) Activity 3: Arrange a Discussion with your teacher.

from LABOR by Thomas Carlyle (English, 1795-1881)

Although little is known about the first half of Carlyle's life, he became famous later as a deep thinker. He excited many

thoughtful people in America as well as in England. But his fame never made him forget his poorer friends, and he never quit "working."

As you study the excerpts, notice that Carlyle believed that there is a close relationship between true work and true religion.

There is only one question here about the excerpts from his essay, "Labor," but later you will be expected to apply some of Carlyle's ideas in answering questions about other selections.

Vocabulary: perennial, nobleness, idleness, perpetual, despair, Hercules

- (1-2) 1. Select any ONE of these excerpts, and write a well-developed, one-page essay, in complete sentences, explaining what that excerpt means to you. Check your work carefully.

from LIBERATION by Hamilton Wright Mabie (American, 1845-1916)

The essay "Liberation" is from a book called ESSAYS ON WORK AND CULTURE, all of them written by Mabie. Since an essay generally has more ideas in each sentence and paragraph than a story has, you will probably want to read these excerpts more than once, and more slowly than you read most stories.

Vocabulary: liberation, play, attain and attainment, poise, harmonious, resources, consequence, instinctive, emancipation, persistence, passionate

- (1-2) 1. (a) Does "getting ready to work" help a person to understand his abilities? Why or why not? (b) When a person "has closed with his task," can he discover more about himself? Explain.
- (1-2) 2. (a) According to Mabie, what is the relationship between work and freedom (liberation)? (b) What is a master "free" from? Be specific.
- (1) 3. In what way is an "untrained man" in bondage? Explain your answer carefully.
- (1-2) 4. List the characters from all the selections you have read so far in this unit, who have achieved liberation through their attitude toward their work.

from OF WORK by Kahlil Gibran (Lebanese-American, 1883-1931)

A "precocious" child is one who shows unusual quickness or intelligence in learning or doing things that aren't normally done at his age. Kahlil Gibran was "precocious" in drawing and writing. When he was only 14½ years old he entered a college in Syria. He learned English (a foreign language to him) so well that before he was 20 he decided not to write in his own language any more, but only to write in English. And he did it--well enough that his writing is still very popular in many countries. "Of Work" is written in parable form.

Vocabulary: procession, submission, infinite, intimate, inmost, parable

- (1-2-3) 1. Do you believe that "work is a curse and labor a misfortune," or do you agree with Gibran? Explain.
- (1-2-3) 2. (a) List a few people you know, for whom work really is a curse; then list a few you know who enjoy their work--the work, not the money. (b) How about the people you have read about in this unit so far? Be specific. (c) What do you think is the difference--is it the work, or is it the people themselves? Explain your answer.
- (1) 3. Think carefully, referring to the selection, and then explain how idle people "step out of life's procession." It will help you to realize that the word "procession" is used symbolically, and to determine who is in the "procession" and where they are going.
- (1-2) 4. (a) What do you think is "earth's furthest dream" or final goal? (b) When do you think that "dream" was "born?" (c) In what way or ways can work help make the dream come true, or help reach the goal? Be specific.

LEEUEWENHOEK: FIRST OF THE MICROBE HUNTERS by Paul de Kruif (American, 1890-)

Perhaps you have already heard of Anton Van Leeuwenhoek, the first man to see micro-organisms, in your science or biology class. Almost all that we really know about him is what he wrote in his records and his letters. De Kruif (pronounced d Krife) studied these records and letters very carefully, and tried to imagine what Leeuwenhoek's personality was like. Then he wrote this chapter of his book. What you read, therefore, is based on facts, but de Kruif has added many careful but imagined details to make the story more life-like. An example of this is the words which de Kruif has Leeuwenhoek speak; of course, we really have no way of knowing exactly what

Leeuwenhoek said (except in his letters), but using words like he might have said makes the story more interesting to read.

- (1-2) 1. Read an encyclopedia article about Leeuwenhoek. (a) Does this article give you the same facts as de Kruif's chapter? (b) Does it reveal Leeuwenhoek's personality? (c) Which do you prefer, de Kruif's story or the encyclopedia article? Why?
- (1-2-3) 2. (a) How do you know that Leeuwenhoek enjoyed his work with lenses? (b) Did he also enjoy his work as a merchant or store-keeper? Why or why not, do you think?
- (1-2-3) 3. (a) What "reward" or "pay" did Leeuwenhoek receive for his work with lenses? (b) Was he satisfied with this? Why?
- (1-2-3) 4. Gibran says most people feel that "work is a curse." (a) Does Leeuwenhoek feel this way? (b) What does this suggest about work and happiness? Be specific.
- (1-2-3) 5. (a) Was Leeuwenhoek able to contribute something to the progress of the world? (b) What? Again, be specific.
- (1) 6. Do you think Leeuwenhoek would agree with Carlyle's ideas about the sacredness of work? Support your answer.
- (1-2) 7. Would Mabie consider Leeuwenhoek a "liberated" man, a master? Why or why not?
- (1) 8. Consider again Gibran's excerpts. Do you think Leeuwenhoek fulfilled that part of "earth's furthest dream" which was assigned to him "when that dream was born?" Again, explain your answer.

THE KON-TIKI EXPEDITION by Thor Heyerdahl (Norwegian, 1914-)

There are many other interesting stories of people who let their curiosity, like Leeuwenhoek, lead them to a kind of work which resulted in helping the world.

Thor Heyerdahl became interested in the origin of the Polynesians while he was studying insects and fish on the island of Fatu Hiva (in the Marquesas group). This led him to a deep study of legends, language, and customs, until he formed a theory; then he began a fascinating journey to prove the theory.

The point is that there are many kinds of work in the world which are useful and beneficial. Satisfaction and happiness come from doing

what we enjoy, and doing it well. Often a person is able to make the world a better place through his work--if he makes wise choices.

- (1-2-3) 1. In what way does Kon-Tiki support the Book of Mormon's explanation of the origin of the Polynesians? Explain.
- (1-2-3) 2. List ten of the important ideas and evidences that led Heyerdahl to the theory that Polynesians came from the Americas.
- (1-2) 3. Select ONE episode from Kon-Tiki which seems interesting or exciting to you. Write a well-developed essay (about one page in length), using details, examples, or descriptions to tell what happened in this episode (one paragraph) and why it interested you (one paragraph).

(If you are interested in learning more about Polynesian origins, see the suggested Quest Activities on page 124.)

MINIVER CHEEVY and RICHARD CORY by Edwin Arlington Robinson (American, 1869-1935)

Most of the selections in this unit show people who enjoy their work, whatever it is, and who have good attitudes toward work. But perhaps we can find something important about happiness and the Worth of Work by looking at a few different attitudes.

In the first poem, Miniver Cheevy wishes he lived "in days of old when knights were bold," when there was a lot of excitement and adventure. Because this is not the case, he turns to daydreaming and getting drunk.

In the second poem, Richard Cory seems to be happy--and very wealthy--without working. Robinson's point, however, is clearly made in the final two lines of the poem.

Vocabulary: scorn, assailed, steeds, prancing, Thebes, Camelot, Priam, renown, vagrant, Medici, albeit, incessantly, khaki, loathing, medieval, sore, imperially, arrayed.

- (1-2-3) 1. Do you think Miniver Cheevy would be happy if he had lived in "days of old?" Why or why not?
- (1-2-3) 2. Do you think Miniver felt useful and important and respected? Explain.

- (1) 3. (a) Do you think Miniver really understands himself?
(b) Would working help him to understand himself better?
Remember "Liberation" as you consider your answer.
- (1-2-3) 4. Consider Richard Cory a moment. (a) Was he good looking?
Well educated? Polite and well-mannered? (b) Exactly
what, then, did he not have, that made him kill himself?
- (1-2) 5. (a) Can you tell why Richard lacked this thing? (b) How
is this missing thing connected with the Worth of Work?
Be as specific as you can.

THE BEGGAR by Anton Chekhov (Russian, 1860-1907)

What happens to people who don't work? This story explores this question in an interesting and unusual way.

"The Beggar" also has something to say about our attitudes toward helping other people. Sometimes--most of the time--people are not really what they seem to be. This makes it most difficult for us to "judge" other people--or even to determine our effect upon them.

Vocabulary: intrigues, calumny, applicant, province, obligated, circumstances, disgust, swindling, brazenly, furtively, detected, indignantly, exploit, impudent, profane (v.), pretentions, manual labor, malice, tattered, irresolutely, gait, undermined, vodka, inclination, wrathfully, menial, godson, sot, misery.

- (1-2) 1. (a) What is the difference between what Lushkoff really is and what he seems to be? (b) Is there also a similar difference between Skvortsoff and Olga? Explain.
- (1-2) 2. Compare Skvortsoff's description of Olga (near the beginning of the story) with Lushkoff's description of her (at the end of the story). Explain the significance of the difference.
- (1-2) 3. What does Lushkoff "beg" for, besides money?
- (1-2) 4. Do you think the world needs more Skvortsoffs, or more Olgas? Why?
- (1-2) 5. (a) When Skvortsoff takes Lushkoff home to chop wood, does he think that Lushkoff will really change? (b) Does he really want to change Lushkoff, or is Skvortsoff only trying to make himself feel good and important? Explain.
- (1-2-3) 6. (a) Who really changes Lushkoff? (b) Why does this surprise Skvortsoff? Be specific.

- (1-2-3) 7. (a) Find Skvortsoff's attitude toward work. Why does he think people should work? (b) Is this a good attitude? Why or why not?
- (1-2-3) 8. Does Lushkoff's attitude toward work change during the story? Explain.
- (1-2-3) 9. Does Lushkoff feel more independent and dignified at the end of the story? Why or why not?

QUALITY by John Galsworthy (English, 1867-1933)

The old boot-maker in this story draws both our admiration and our pity. We admire him for his honesty and determination, and we pity him because of what the world does to him.

There are a number of unfamiliar words in this story; you need to understand them, but don't let them interfere with your enjoyment of the story. For the story is well-written and has an important message. Too many people want more and more money for less and less work; they don't want to give anything to the world, but they expect the world to give them almost everything. Too few people today are interested in doing the best they can at their work.

Vocabulary: fashionably, tenement, distinction, unvarying, inconceivable, tolerated, inexpressibly, patent leather, sooty, prototypes, incarnating, inkling, sardonic, crinkly, guttural, gravity, Ideal, spectacled, reassurance, essence, bast, retiring, whence, incense, divesting, rebuking, penetrating, creaked, integument, endeavoring, ill-omened, Nemesis, reproachful, wan, murmur, tremulous, feeble, ingratiating.

- (1-2-3) 1. We have read about both women and men, about both good and bad attitudes toward work. (a) Assume that the following people have children: Lucinda Matlock, Miniver Cheevy, Richard Cory, Lushkoff, Mr. Gessler. Write one brief statement about the children of EACH of the above people, telling what attitudes toward work these children will probably learn from them (you should have five statements). (b) What work attitudes do younger people learn from you? Be specific.

MY STRUGGLE FOR AN EDUCATION by Booker T. Washington (American, 1856-1915)

Booker T. Washington was never sure when he was born, for he was born a slave; he decided it was probably between 1856 and 1859.

But from the time he was a small child there was one thing he did know: more than anything else in the world, he wanted an education. After many years of struggling, he became a college president--president of Tuskegee Institute, Alabama.

After you read "My Struggle for an Education," you may wish to read Washington's entire autobiography, entitled UP FROM SLAVERY, from which this account is taken.

- (1-2-3) 1. (a) What "entrance test" did Washington have to take?
(b) Did he "pass" it? (c) What does this incident tell you about his character and attitudes? Be specific.
- (1-2-3) 2. What lessons (not his school studies) did Washington learn at Hampton?
- (1-2-3) 3. Discuss Washington's attitude toward work. Remember that being born a slave, he had to work very hard when he was young; he might have decided to "take it easy" and let others work, as he grew older.
- (1-2-3) 4. (a) What kind of "pay" or "reward," other than money, did Washington find later in life? (b) Do you think this made the struggle and hard work worthwhile? Explain.
- (1-2-3) 5. (a) Is doing your best in school part of YOUR work?
(b) What are some of the rewards of doing school work well?
(c) What effect can doing your school work well have on your future? Explain your answers, and be specific.

SUGGESTIONS FOR QUEST ACTIVITIES

1. Investigate in detail a job or career that you think you might be interested in. Prepare your findings in writing.
2. Explore the origins of the Polynesians in more detail. Part of your research should concern the work habits and/or attitudes of these people, and how these things affected their happiness and satisfaction.
3. Write a paper in which you discuss work attitudes in your village or community. Tell how different age groups feel about work, and how these attitudes influence their lives. Include a discussion of how you plan to develop desirable work attitudes when you start your own family, or how you feel you can improve present attitudes in your family.

4. Research several study skills that might help you become a better student, and write a well-organized plan telling how you will use them in your studies.
5. An idea of your own.

Discuss your choice with your teacher.

APPENDIX H

THE SEARCH FOR DIGNITY AND RESPECT

A Conceptual Approach Thematic Literature Unit for
Continuous Progress, Individualized Learning

Prepared by
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May 1969

TEACHER'S GUIDE TO "THE SEARCH FOR DIGNITY AND RESPECT"

The central thematic concept of this unit is: Dignity and respect must be earned.

Supporting concepts should also be brought into the student discussions. They are listed below in the order in which they are first approached in the unit study questions.

Also included in this unit are a few literary concepts. These are primarily for students preparing for the School Certificate Exam and/or for overseas study; however, some of the other students could also find increased interest and enjoyment from understanding a little about these concepts. These literary concepts are also listed below.

Thematic Subconcepts

1. Feeling useful aids a person's sense of dignity and respect.
(The Boy Who Was Afraid; The Story of My Life; The Revolt of Mother; Johnny Lingo; Great Expectations; The Parable of the Prodigal Son; The Death of the Hired Man; No Kava for Johnny.)
2. Dignity and respect cannot be purchased; neither are they inherited nor commanded.
(The Boy Who Was Afraid; A Mother in Mannville; The Story of My Life; The Revolt of Mother; Johnny Lingo; Great Expectations; The Parable of the Prodigal Son; No Kava for Johnny.)
3. How a person is treated affects his feelings of dignity and respect.
(The Boy Who Was Afraid; The Use of Force; A Mother in Mannville; The Story of My Life; The Revolt of Mother; Johnny Lingo; Great Expectations; The Parable of the Prodigal Son; The Death of the Hired Man; No Kava for Johnny.)
4. Each person is responsible to maintain his dignity and respect; but sometimes there is a limit as to what he can do.
(The Use of Force; A Mother in Mannville; The Story of My Life; The Revolt of Mother; Johnny Lingo; Great Expectations; The Parable of the Prodigal Son; The Death of the Hired Man; No Kava for Johnny.)

Literary Subconcepts

1. A simile is a comparison in literature using "like" or "as."
(The Boy Who Was Afraid; A Mother in Mannville.)

2. Personification in literature is giving human abilities to non-human things.
(The Boy Who Was Afraid.)
3. The setting of a story tells when or where the story happens.
(The Boy Who Was Afraid; A Mother in Mannville; The Revolt of Mother; Johnny Lingo; No Kava for Johnny.)
4. Characterization methods include the author directly telling us; the character's speech; the character's actions; and what others say about the character.
(The Boy Who Was Afraid; A Mother in Mannville; The Revolt of Mother; Johnny Lingo; Great Expectations; The Death of the Hired Man.)
5. Tone is the author's attitude toward his characters.
(The Boy Who Was Afraid; A Mother in Mannville; Great Expectations; The Parable of the Prodigal Son; The Death of the Hired Man; No Kava for Johnny.)

POSSIBLE DISCUSSION IDEAS

The Boy Who Was Afraid. Polynesian students, especially, should readily identify with Mafatu. The book might appropriately be discussed with some students as an accurate representation of Island life and history. Considerable attention should be given to the style and the use of symbolic language, especially with College Prep or School C students. Perhaps the central focus should rest with the book's contribution to the central theme of the unit: even a chief's son must earn dignity and respect.

"The Use of Force." Students should understand how this story supports subconcepts 3 and 4. Many students could benefit from realizing that using force results in lost dignity and lost respect--even if there also results an increase of fear on the part of the other person(s). (This idea will be expanded in discussing No Kava for Johnny.)

"A Mother in Mannville." Some student may need help in understanding the outcome of the story--that Jerry really has no mother. Most will need help to understand why Jerry lied about having a mother; this should also be discussed as it relates to subconcepts 3 and 4.

The Story of My Life. Many students fail to understand that Helen Keller was blind and deaf throughout the remainder of her life--that when she mentions "seeing" something, etc., the term is figurative. They should be lead to see how even a handicapped person can become useful--and thereby earn dignity and respect. They should realize that

the way Helen was treated as a child affected her feelings of dignity and respect, and therefore her behavior (her parents, not understanding her because they could not communicate, as contrasted with Anne Sullivan--previously blind herself--who treated Helen in such a way as to build her sense of dignity and respect). Brief consideration of biographical form and style might stimulate some students.

"The Revolt of Mother." This story is concerned with all four subconcepts. Some students will have difficulty with the narrative, but those whom we can help to comprehend the story may well be taking a step toward improved family relationships and attitudes--and this is where dignity and respect must begin. Students need to begin to realize that women are not innately inferior to men, and that diligence and dedicated service inspire, and generally receive, dignity and respect. Girls should recognize that Sarah Penn's success comes, not through nagging or arguing or threatening, but through diligent service--even when she feels wronged and put upon.

Literary subconcepts, to be covered in most discussions, include the setting of the story (New England) and the methods of characterization.

"Johnny Lingo." This story should reinforce "The Revolt of Mother" in communicating family relationships as they affect one's sense of dignity and respect. All four subconcepts also apply to this story. The focus of the discussion should center around the major theme of the story.

Literary subconcepts applicable to this story are setting (mythical, to produce universal effect and application) and methods of characterization.

Great Expectations. Perhaps most important in supplementing the study questions for this book would be the book's unifying feature: Pip's "Search for Dignity and Respect." Young Pip admires the simple Joe Gargery, but then, meeting Stella and Miss Havisham, is led to desire "respectable society"--which requires turning his back on Joe and on Biddy. He finally recognizes the inferiority and superficiality of the values he has been seeking, and turns back. (Mature students might be interested--perhaps even intrigued--by a discussion of the structure Dickens used to communicate, to perceptive readers, Pip's movement from innocence, to guilt, to repentance: (a) the story begins in the country, where, for Dickens, innocence is possible; it moves then to the city, where nature has been defaced, and returns again to the country; (b) Pip's relationships with both and Magwitch follow this pattern; (c) the (full-length) novel is divided into three books which follow this pattern; and (d) Pip returns to his work, but in the "East" (symbolical of Eden--a return, repentance).

Among the literary subconcepts, methods of characterization and tone should be discussed as appropriate to the student(s) in the discussion.

"The Prodigal Son." Again, we focus on dignity and respect in a family setting. It should be noted that both brothers have both good and bad qualities (but the student should not be allowed to rationalize, therefore, that it is acceptable to follow the prodigal brother). The discussion should center around the father's attitude toward both of his sons. The parable also provides for an excellent discussion of tone.

"The Death of the Hired Man." (This discussion should focus on the study questions in the student unit.)

No Kava for Johnny. Most students will be eager to discuss this book as it applies to the "Search for Dignity and Respect." In addition, the book would serve well in explaining, or in giving increased insight into, setting. All students should get a glimpse of the satire O'Grady intended, and should have an idea of what he was trying to say; mature students may wish to probe this in depth--perhaps as a quest activity.

INTRODUCTION

Everyone wants to feel honored and respected. A person must feel useful and important in order to be happy. We might consider this a Search for Dignity and Respect.

In this unit we shall see people in their Search for Dignity and Respect, in their desire to be useful. We shall see the influence of other people upon their Search. We shall notice the responsibility a person has toward maintaining his dignity and earning respect. We shall find, as well, that there are limitations as to what a person can do to maintain his dignity.

Each author chooses from several ways of showing us his characters. He also has ways of helping us discover his attitude toward his characters (we often call this tone). Most of us have important thoughts; many people even write them down. But true literature, good literature, is when a writer is able to write his great thoughts in a vivid and meaningful way. In other words, we should look a little at how an author says something as well as at what he says. And so in this unit we shall notice how the authors show us their characters and how they tell us their attitude toward their characters, or the tone.

As you work in this unit, remember to use what you have learned about using context clues and word structures to find the meanings of unfamiliar words. If you have difficulty, or can't remember how to use these skills, review Steps to Better Reading, Book 3, or see your teacher.

You should bring your written answers to the study questions with you when you have your discussions with your teacher. Short quizzes may be given at the beginning of the discussion sessions, to see if you have understood what you have read and thought about. After the discussion, you will arrange with your teacher to take the test.

UNIT OBJECTIVES

Upon completion of this unit, you should be able to:

- (1-2-3) 1. Recognize, in a book or story, how feeling useful aids a person's sense of dignity and respect; and give examples of this in a discussion and in writing.
- (1-2-3) 2. Explain, in a discussion and in writing, why dignity and respect cannot be purchased, and are not inherited.
- (1-2-3) 3. Explain, in a discussion and in writing, and using examples from your reading, that how a person is treated affects his feelings of dignity and respect.
- (1-2-3) 4. Explain, in a discussion and in writing, why each person is responsible to maintain his own dignity and respect, and how this can be done. Also, give examples of when a person can't do enough to maintain his dignity and respect--because of other people, situations, or events.
- (1-2-3) 5. Decide with your teacher what score you should achieve in order to "pass" a vocabulary quiz, oral or written or both, on the reading selections in this unit.
- (1-2) 6. Identify the method or methods each author uses to develop his characters. You should also be able to do this with stories and books you haven't seen before.
- (1-2) 7. Identify each author's attitude toward his characters (the tone of the story), and pick out specific parts of the books or stories which give clues to the tone.
- (1-2-3) 8. Recognize, and give, examples of simile and personification.
- (1-2) 9. When given a problem-type question, be able to write a clear, well-constructed essay (Level 1 only) or paragraph (Level 2 only) in complete sentences in which general statements are supported by details, examples, or comparisons.

READING LIST

Basic Reading

Selection	Author	Source
(1-2-3) <u>The Boy Who Was Afraid</u>	Armstrong Sperry	(class library)
(1-2-3) "The Use of Force"	William C. Williams	<u>Out of the Best Books, 2</u>
(1-2-3) "A Mother in Mannville"	Marjorie K. Rawlings	Supplement
(1-2-3) <u>The Story of My Life</u>	Helen Keller	(class library)
(1-2-3) "The Revolt of Mother"	Mary E. W. Freeman	<u>Out of the Best Books, 2</u>
(1-2-3) "Johnny Lingo"	Patricia McGreer	Supplement
(1-2-3) <u>Great Expectations</u>	Charles Dickens	(class library)
(1-2-3) "The Prodigal Son"	The Bible	<u>Out of the Best Books, 3</u>
(1) "The Death of the Hired Man"	Robert Frost	<u>Adventures in American Lit.</u>
(1-2-3) <u>No Kava for Johnny</u>	John O'Grady	(class library)

Related Reading

Select ONE novel or ONE biography from this list. (If you wish to read a book not on this list, you must get your teacher's approval first.) When you finish reading your novel or biography, arrange to discuss it with your teacher. Be prepared to discuss your reading in terms of the Unit Objectives.

Novels

Lord Jim
The Old Man and the Sea
The Hunchback of Notre Dame
The Yearling
Shane

Conrad, Joseph
Hemingway, Ernest
Hugo, Victor
Rawlings, Marjorie K.
Shaefer, Jack

Biographies

Gandhi

George Washington Carver

Death, Be Not Proud

Abe Lincoln Grows Up

Up From Slavery

Eaton, Jeannette

Graham and Lipscomb

Gunther, John

Sandburg, Carl

Washington, Booker T.

THE BOY WHO WAS AFRAID by Armstrong Sperry, 1897-

Armstrong Sperry, an American writer and artist, spent several years in the Pacific area studying languages, legends, and music. He was living on Bora Bora when a hurricane devastated that island. The islanders' courage in facing this disaster made Sperry want to write a story showing the value of courage. THE BOY WHO WAS AFRAID (known by the title CALL IT COURAGE in America) was the result.

- (1-2-3) 1. A simile is a comparison in literature, using "like" or "as." Near the beginning of the story, we are told "His heart was like a stone in his breast;" Mafatu's heart is here compared to a stone, in a simile using "like." Using similes is often a good way to describe people or things. List at least five other similes used in this book, and tell what is being compared in each one of them. Do not use the similes used as examples above.
- (1-2) 2. Personification in literature is giving human abilities to non-human things. For example, the story says, "Waves lifted and struck at one another, their crests hissing with spray." But waves can't really strike or hiss, because they don't have hands or mouths. Also, it says Moana tried to pull Mafatu and his mother "down to his dark heart." Again, the sea doesn't really have a heart. Find at least three more examples of personification in the story and write them down. Again, do not use the examples given above.
- (1-2-3) 3. The setting of a story tells when or where the story happens. In Chapter 3, find three reasons why the Forbidden Island has more coconuts, bananas, breadfruit, etc., than Hikueru.
- (1) 4. (a) What was wrong with Kivi, the albatross, when Mafatu found him? (b) Was the bird still a "cripple" after it learned to fly? (c) In what way is Kivi's experience a symbol of what will happen to Mafatu? (d) Write a paragraph, in complete sentences, explaining this symbol. Be specific.
- (1-2) 5. A writer has many ways of telling us about his characters: he can "talk" directly to use about the character--tell us what he looks like, thinks, or feels; he can have the character himself say something which tells us something about himself; or he can make the character do something which shows us something about himself. Sperry uses all three of these methods in Chapter 4. Find at least one example of each method.

- (1-2-3) 6. Because he was afraid of the sea, Mafatu was not accepted by his people. They did not drive him away with stones-- "not by violence, but by indifference," the story says. (a) What is indifference? (b) How do the boys and girls treat him with indifference? Find the line or lines that tell you, and be specific. (c) How does being treated this way affect his dignity and respect? (d) Does he gain in dignity and respect or lose? Explain.
- (1-2-3) 7. (a) Who is Mafatu's father, and what is his title? (b) Explain why being the son of a chief does not necessarily make people respect Mafatu. (c) What must he do before they will respect him? Be specific.
- (1-2-3) 8. (a) Does Mafatu feel important and useful at the beginning of the story? at the end of the story? (b) How do his feelings of importance and usefulness affect his dignity?
- (1-2) 9. Remember that the author's attitude toward his characters is called tone. (a) Find at least one passage showing that Sperry SYMPHATHIZES with Mafatu at the beginning of the story, and at least one more showing that he ADMIRES Mafatu at the end of the story. These passages must show Sperry's attitude toward Mafatu. (b) How does an author's attitude or feeling toward a character affect that character's dignity? Be specific.
- (1-2) 10. Explain the relationship of the following quotations to Mafatu's increase in dignity: (numbers show the page)
- "But, most important of all, he knew that he had won a great victory over himself. He had forced himself to do something that he dreaded, something that took every ounce of his will." (50)
 - "There was a new-found confidence singing in his heart. He had found a new belief in himself." (54)
 - "He could never have done it for himself. . . . He had done it for Uri, his dog." (64)
 - "Do you hear me, Moana? I am not afraid of you! Destroy me--but I laugh at you. Do you hear? I laugh!" (93)

For School Certificate

- List 10 ways in which Mafatu proved his bravery. Be able to explain at least 2 or 3 in detail.
- Be sure you understand simile and personification; know several examples of each.

3. Write a paragraph, about half a page, explaining why you enjoyed (or didn't enjoy) reading THE BOY WHO WAS AFRAID. Use examples, details, or comparisons in your paragraph.

"THE USE OF FORCE" by William Carlos Williams, 1883-1963.

Sometimes we "make" younger or smaller brothers and sisters, or others, do things. This may be something we do not want to do ourselves (like work), or it may be something that we think they should do, something that we think is "good" for them. But what effect does this have on their dignity? Notice how the doctor in this story becomes more and more childish as he attempts to "help" the little girl. Then answer these questions:

- (1-2-3) 1. The little girl in this story is young and very frightened. (a) How do you think she feels when the doctor forces her mouth open and discovers her sore throat? Support your idea with references to the story. (b) How does the doctor's action affect her dignity? Be specific.
- (1-2-3) 2. The important point in this story is not what happens to the little girl, but what happens to the doctor. As he becomes more and more angry, and acts more and more childish, what happens to his dignity? Again, be specific.
- (1-2-3) 3. Do you think that this story is trying to tell us that whenever we "make" (or "force") someone to do something they don't want to do, we lose some dignity and respect? Explain your answer carefully.

"A MOTHER IN MANNVILLE" by Marjorie Kinnan Rawlings

Mrs. Rawlings doesn't say, but perhaps this story is based on a true event. Whether it is or not, it should help you explore the importance of a family, on a person's sense of dignity and respect.

- (1-2) 1. List at least three similes from the story.
- (1) 2. The descriptions of weather and nature are a very vivid and significant part of setting in this story. Explain in detail how the seasons of the year symbolize the attitudes and ages of the main characters.
- (1-2) 3. Does Mrs. Rawlings' story appeal more to your feelings, or to your thinking? Give reasons for your answer. Consider the tone (her attitude toward the characters).

- (1-2) 4. Review the three ways you have been given that an author tells us about his characters (see page 136, Question 5). There is also another way: having other people talk about the character in such a way that we learn more about that main character. All four of these ways are used in this story. (a) Find at least one example of each way, and write it down. (b) How does each way help you to understand Jerry better? Be specific.
- (1-2-3) 5. (a) How does the narrator ("I") treat Jerry? (b) What effect does this have on Jerry's feelings of usefulness and of dignity and respect? Again, be specific.
- (1-2-3) 6. Consider again the parts of the story which refer to Jerry's size. What effect can size have on a person's feelings of dignity and respect? Use Jerry as an example.
- (1-2) 7. When she first meets Jerry, the narrator used the word "integrity" to describe him. Does she change her mind after Jerry "lies" about his mother? Why or why not? Be specific.
- (1) 8. (a) Why do you think Jerry told a lie about having a mother?
 (b) How did this affect his feelings of dignity and respect?
 (c) Explore these ideas in your mind, and then in writing.
 (d) Is there a limit as to what a person can do to maintain his dignity?
 (e) What else might Jerry have done to try to maintain his dignity?

At this point, arrange with your teacher for a Discussion.

THE STORY OF MY LIFE by Helen Keller

Before you read this autobiography (an autobiography is the story of a person's life written by himself), read the Preface of the book carefully. This will give you background for the story which is necessary for you to understand Helen's life. Also notice the glossary at the back of the book. Some of the words in the book you may not be able to understand through context clues or structure; use the glossary for these words. Before you begin reading the book itself, however, you should read the Activities and the Study Questions below. You should do the Activities while you are reading the book.

Activity 1: Notice, as you read the book, that because of Helen's problems, she developed an unusual awareness of details. Many people can see, but don't notice many things around them; many can hear, but don't listen very

often; many can talk, but have thought so little that they have very little that is really important to say. Be prepared to discuss at least three important examples of Helen's unusual awareness of things around her. Also be prepared to discuss the effects of such awareness on a person's dignity.

Activity 2: To help you to become more aware of the world and of people around you, you should submit to the teacher at least one example of something you have seen, heard, or thought about (that you normally wouldn't have) each day, for five days. Put each example on a separate sheet of paper with your name and the date. Remember to turn it in each day.

- (1-2-3) 1. Write one or two sentences explaining each of the following:
- a. Helen's childhood illness
 - b. Helen's family
 - c. Anne Sullivan
 - d. "thing" words and "idea" words
 - e. how Helen learned to "talk"
 - f. how Helen learned to "read"
 - g. how Helen learned to "write"
 - h. Helen at school (Radcliffe, etc.)
- (1) 2. Since this is an autobiography, Helen can tell us what she thinks and how she feels; a biography (her life written by someone else) could not do this. (a) List at least five places that Helen tells us thoughts or feelings that a biography couldn't tell. (b) Why can't a biography tell us these kinds of things?
- (1-2-3) 3. (a) Did Helen's family understand her feelings and desires when she was a child (before Anne Sullivan came)? (b) Did this result in increased or in decreased dignity and respect for her? Explain.
- (1-2) 4. In exactly what ways did Helen rise above her specific LIMITATIONS (blindness and deafness) to attain and to maintain dignity and respect? Explain.
- (1-2-3) 5. Does Helen gain a feeling of usefulness during her life? If not, why doesn't she? If she does, how does this affect her feelings of dignity and respect?

"THE REVOLT OF MOTHER" by Mary E. Wilkins Freeman, 1852-1930

This story is about a family living in the New England area of the United States (the area around Massachusetts). Many years ago in this part of America, the husband was the strong leader in almost every family. The wife and children said very little. Of course, this part of the story is very different from that part of America today.

Many people think that women are inferior to men. Yet God considered that Eve was just as important as Adam: they were equal. And this is true of all men and all women. But what happens to a woman's dignity and respect when she is treated or considered as an inferior? And what should a man do when he realizes, through his wife's devotion and work, that she is his equal? As you read this story, notice how Adoniram's attitude toward his wife changes. Then answer the following questions:

- (1-2) 1. Write a well-developed paragraph, in complete sentences, telling how Mrs. Freeman develops any one of the main characters. Include at least one example for each method of characterization that she uses in this story. You may refer back to page 136, question 5, and to the top of page 139, question 4, if you need to.
- (1-2) 2. "(a) How does Mrs. Freeman want you to feel about Sarah? (b) About Adoniram? (c) How do you know? (These questions refer to tone.)
- (1-2-3) 3. (a) What effect does Adoniram's attitude have on Sarah's sense of dignity and respect? (b) On Nanny's? (c) On Sammy's? Refer to specific parts of the story to justify your answers.
- (1-2-3) 4. Sarah maintains her dignity and respect because she feels useful. Find passages or examples in the story that show this to be true.
- (1-2-3) 5. Does Adoniram gain dignity and respect, or lose dignity and respect in the story? Explain your answer carefully.

"JOHNNY LINGO" by Patricia McGreer

This story also explores the dignity and respect of women. The setting is mythical--it combines parts of many Island cultures.

- (1-2) 1. In what specific ways does the author tell us what kind of person Sarita is? Use examples from the story.

- (1-2-3) 2. (a) Did Sarita feel useful and important in Kiniwata? (b) In Narabundi? Explain your answers.
- (1-2-3) 3. (a) How was Sarita treated in Kiniwata? (b) In Narabundi? (c) Compare her feelings of dignity and respect in the two places. Be specific.
- (1-2-3) 4. (a) What does Johnny Lingo say is "most important" in determining how a woman acts? (b) Do you think this is also true of men? Explain your answer.
- (1-2) 5. (a) Exactly why did Johnny Lingo offer eight cows for Sarita? The last line of the story will help you. (b) What does this have to do with dignity and respect?
- (1) 6. "Dignity and respect cannot be purchased." (a) Does this story show this statement to be true? (b) Who does the "purchasing" in the story? Is this important in interpreting the above question?

At this point, arrange with your teacher for a Discussion.

GREAT EXPECTATIONS by Charles Dickens

- (1-2) 1. Choose one of the main characters and see how many of the ways of developing character Dickens uses to help you understand that character. List the ways, and at least one example for each way.
- (1-2) 2. (a) How does Dickens want you to feel toward Pip? (b) Toward Stella? (c) Toward Miss Havisham? (These questions refer to tone.)
- (1-2) 3. (a) What is a sham? (Look it up if you don't know.) Notice that Miss Havisham's name is pronounced "have-a-sham." (b) Does she really have a sham? Explain your answer clearly and in detail.
- (1-2) 4. The title of this book is important in understanding its meaning. (a) What are expectations? (b) What were Miss Havisham's expectations? (c) Abel Magwitch (Provis)'s?
- (1-2) 5. (a) What were Pip's "great expectations?" (b) Why did he want to leave Joe and not become a blacksmith? (c) Did he achieve his "great expectations?"

- (1-2-3) 6. We could say that Pip was searching for dignity and respect. Did he find them? Explain your answer by referring to specific happenings in the book.
- (1-2-3) 7. (a) Did Pip feel useful and needed during his first visits to Miss Havisham's? (b) Did he feel this way at the end of the book? (c) Compare how these affected his sense of dignity and respect.
- (1-2-3) 8. (a) How did Stella treat Pip, and (b) how did this affect his feelings of dignity and respect?
- (1-2-3) 9. (a) Did Pip keep his dignity and respect when Stella married someone else? (b) Why do you think it is important for a person to maintain his dignity and respect, even when things go wrong?
- (1-2-3) 10. Did Stella finally respect Pip at the end of the book? Explain your answer.

"THE PARABLE OF THE PRODIGAL SON"

Although you probably have already heard or read the Parable of the Prodigal Son many times, we shall read it again, this time looking very carefully at the dignity and respect, or lack of dignity and respect, of the characters. Before you read the Parable, read the introduction on page 200; it will help you to answer the questions below. Also, be sure that you understand what "prodigal" means.

- (1-2-3) 1. Divide a piece of paper into two columns; title one column "good qualities" and the other column "bad qualities." Then list in these two columns the good and the bad qualities of (a) the younger or prodigal son, (b) the older son, and (c) the father.
- (1-2-3) 2. (a) Do you think the prodigal son had many friends while he was spending lots of money in the "far country?" Why or why not? (b) Do you think he had many friends after all of his money was spent? Again, tell why or why not. (c) What effect would this have on his feelings of dignity and respect?
- (1-2-3) 3. (a) What kind of job did the prodigal son have to take when the famine came? This was the lowest kind of job he could have. (b) Did he feel useful? (c) How did this affect his feelings of dignity and respect?

- (1-2-3) 4. (a) When the prodigal son returned home, how did his father act? (b) How would this change the son's feelings of dignity and respect? Be specific.
- (1-2-3) 5. (a) How did the older son feel about his brother's return? (b) How did this affect the older son's sense of dignity and respect? Again, be specific.
- (1-2-3) 6. Consider the tone (the author's attitude) of this parable. The author, of course, was Jesus. Did he want us to like the prodigal son? Why or why not?
- (1) 7. Considering this parable and these questions, write a one-page essay in which you discuss how a person is responsible for, and limited in, maintaining his dignity and earning respect. Use examples from the parable.

"THE DEATH OF THE HIRED MAN" by Robert Frost

This poem develops four characters: a man; his wife; a hired helper, Silas; and a college boy. Read the following questions; then read the poem carefully with the questions in mind. Then, answer the questions. Be sure that you give reasons or other support for your answers. This writing assignment is primarily a thinking assignment, so first consider the questions thoughtfully and then word your answer carefully. (If you have difficulty, consult your teacher).

- (1) 1. Silas never really appears in the poem, but we know a lot about him. Does Mary reveal more about Silas, or does Warren? Support your answer by specific reference to the poem, pointing out what Mary reveals and what Warren reveals.
- (1) 2. What kind of a person is Mary? Find specific passages in the poem which reveal her character especially well. For example, look at lines 104-112: Why does Frost have the moonlight play on Mary's hands? Write a paragraph in which you describe and discuss Mary while keeping these questions in mind.
- (1) 3. (a) Do you think that Warren changes in his attitude toward Silas during the poem? (b) Do you think he changes at all? Write a paragraph whose topic sentence is either "Warren's attitude toward Silas changes in 'The Death of the Hired Man,'" or else "Warren's attitude toward Silas does not change in 'The Death of the Hired Man.'" Support your point of view by referring to specific passages in the poem. You might note such passages as lines 11-24, 88-95, 113, 146, 164-166.

- (1) 4. Read the passage in which Mary and Warren talk about home (lines 110-120). Robert Frost has said that this passage is a comment on the differences between men and women. What does it reveal about the characters of Mary and of Warren?
- (1) 5. Harold Wilson is a minor character in the poem, but we do learn something about him (lines 58-88). (a) Whose viewpoint of Harold do we get: Silas's, Mary's, or Frost's (the author)? (b) What do we learn about this boy and what effect does this viewpoint have on our knowledge of him? (c) Write a short sketch of the Harold Wilson you know from this poem.

By now you should have some ideas of the character of three people: Mary, Warren, and Harold Wilson. Now read the questions below which deal particularly with Silas. Read the poem again, keeping these questions in mind. As you read, remember that Silas is an old man whom we could pity very much. Do we pity him, or does he maintain some dignity? Try to find an answer to this question while you answer the following questions, in writing:

- (1) 1. Why does Silas come back to Mary and Warren? Is he only coming back for a job, or is there something deeper? Remember what you have already decided and written about Mary's and Warren's characters, as you consider this question.
- (1) 2. Read lines 120-145, which discuss Silas' brother. Does his relationship with his brother reveal anything about Silas? If so, what? What kind of person is his brother?
- (1) 3. Why was Harold Wilson introduced into the poem (lines 38-88)? Silas was especially interested in the boy. What does Silas' attitude toward Harold tell us about Silas?

Now we can return to the first question. It should be clear to you by now that Silas is trying to maintain some dignity and usefulness and respect. Does he succeed? What is your attitude toward Silas at the end? Write an essay, one to two pages in length, describing Silas' Search for Dignity and Respect. Consider his methods, the help he gets from other people, and his success. Support your ideas by reference to events and characters in the poem.

NO KAVA FOR JOHNNY (Chapters 1, 5, 10, 13, 14, and "Comment by Uiliamu"),
by John O'Grady

This story was written about a Samoan. It is partly a true story; Ioane or Johnny is a real person, although not everything in the

book about him is true. You will undoubtedly find the story very interesting--and very funny. You may even want to read the whole book as part of your "Related Reading."

- (1-2-3) 1. In Chapter 1, what do we learn about Johnny? (a) Does he feel useful? (b) Does he have dignity and respect?
- (1-2-3) 2. One of the questions about the story, "A Mother in Mannville," asks how a person's size affects his feelings of dignity and respect; how important is Johnny's size? Explain your answer.
- (1-2-3) 3. In Chapter 1, Johnny tells what his "ambition has always been." What is his ambition? Find the line that tells you, and write it down.
- (1-2-3) 4. Johnny thinks that after he finishes school, he will be "honoured and respected." According to Chapter 5, was he right? Again, explain.
- (1-2-3) 5. In Chapter 10, Ioane tells Uiliamu why he wants to buy a title. Tell, in your own words, what Uiliamu says about honour, respect, and obedience.
- (1-2-3) 6. (a) Can dignity and respect be commanded, like obedience can? (b) How can a person get dignity and respect? Explain.
- (1-2-3) 7. Johnny decides he likes beer. Chapters 13 and 14 tell about his experiments with fa'amafu, since he is not allowed to buy beer. (a) What happens to Johnny in these chapters? (b) In the "Comment by Uiliamu" where does Johnny say to send the letter of reply? (c) How will being in Tafa'igata Prison affect Johnny's desire for dignity and respect?
- (1-2-3) 8. (a) Do you think Johnny will achieve his "great expectations"--his Search for Dignity and Respect? (b) Using Johnny as an example, explain how a person's actions and standards affect his Search for Dignity and Respect. Be specific.

SUGGESTIONS FOR QUEST ACTIVITIES

1. You may wish to draw a series of pictures showing one of the major characters in this unit in his (or her) Search for Dignity and Respect. These pictures should show important and different parts of that person's Search.

2. You may wish to write your own story of a person's Search for Dignity and Respect. Remember to include tone, setting, and at least two of the ways of developing character. Also include examples of simile, and if possible, of personification. Make your story a real Search for Dignity and Respect.
3. You may wish to make a plan on how you will make your Search for Dignity and Respect more successful. This should include details of what you plan to do and how you plan to do these things.
4. You may wish to write a research paper in which you discuss and explain the importance of Dignity and of Respect in Samoan culture.
5. An idea of your own.

Discuss your choice with your teacher.

A STUDY TO ESTABLISH CRITERIA FOR CREATING THEMATIC LITERATURE UNITS
APPROPRIATE TO LDS SECONDARY SCHOOLS IN THE SOUTH PACIFIC,
AND THE CREATION OF THREE SUCH UNITS

An Abstract of a Thesis
Presented to the
Graduate Department of Education
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Ronald F. Malan
August 1969

ABSTRACT

The purpose of this study was twofold: (a) to develop criteria for creating thematic literature units appropriate to the English language facility and to the culture of students in the LDS secondary schools in the South Pacific, and (b) to create three thematic literature units at the Form 5 (11th grade) level which would exemplify the recommended criteria.

An analysis of questionnaire responses revealed that a concept-centered approach to literature should take precedence, with geographical literature--especially Polynesian--also receiving emphasis. Less attention should be given to developing skill in literary analysis, and more focus placed upon systematically reinforcing other language arts areas (e.g. composition) during literature instruction.

Three individualized thematic literature units which exemplify these criteria were then created. Themes chosen, according to rating scores established through the questionnaire, were (a) "Leadership I: Leaders of the People," (b) "The Value of Work," and (c) "The Search for Dignity and Respect."