BIBLIOGRAPHY IN THE TEACHING OF LITERATURE IN HIGH SCHOOL

I. GENERAL SUGGESTIONS

Bobbit, Franklin: *The Curriculum* (Houghton Mifflin) Ch. XVIII, "Reading as a Leisure Occupation."
Readings should be selected according to child's interest.

Form should be subordinated to human interest in story.

Specimen questions concerning books and their uses.

Leonard, Sterling Andrus: *Essential Principles of Teaching Reading and Literature* (Lippincott) Ch. I, "The Enrichment of Experience Through Genuine Literature"; Ch. III, "Beginning with Children's Actual Experiences and Interests."
Children's reading of literature should always be an achievement of realized, true, and significant experience.

Technic of supervision in the study of literature.

Potential values in the study of English.

Ruch, G. M.: *The Improvement of the Written Examination* (Scott, Foresman). New Forms of Examinations in English Literature, pp. 66-68, 71, 73-90, 154-162.

Simons, S. E.: *English Problems in the Solving* (Scott, Foresman) Ch. IV, "Interpretation of Literature."
Factors in the choice of books for junior and senior high school study and reading.

Snedden, David: *Problems of Secondary Education* (Houghton Mifflin) Ch. XV, "To a High School Teacher of English."
The separation of formal English and English literature.

The proper placing and selection of literary material.

Essays from teachers' own knowledge of English problems.

II. SPECIFIC TEACHING SUGGESTIONS FOR REPRESENTATIVE TYPES OF HIGH SCHOOL CLASSICS

A. The Ballad: Robin Hood Ballads
Simon-Orr—Dramatization (First Year) pp. 47-57.

B. The Drama
Rostand, Edmond—"The Romancers" in M. M. Smith's *Short Plays of Various Types* (Merrill.)
Goldsmith, Oliver—*She Stoops to Conquer*.

C. The Epic: Homer's Iliad

D. The Essay: Lamb's *Dissertation on Roast Pig*.
Greenlaw, Elson, and Keck—*Literature and Life*, Book I.
E. Lyric: Shelley’s *To a Skylark*
Bolenius, Emma—*Teaching of English in the Grammar Grades and the High School*, pp. 70-78.
Pictures—Perry Picture Company.
F. The Narrative Poem: Scott’s *The Lady of the Lake.*
Bolenius, Emma—*The Teaching of English in the Grammar Grades and High School*, pp. 126-133.
McGregor, Laura—*Supervised Study in English*, pp. 81-84.
Tisdel, Frederick—*Studies in Literature*, pp. 138-145.
Motion Pictures—Atlas Educational Film Co., Chicago.
Records—Victor—55052.
G. The Narrative Poem: Lowell’s *The Vision of Sir Launfal.*
Haliburton and Smith—*Literature Interpretations*, pp. 17-41.
H. Novel: Eliot’s *Silas Marner."
Simon-Orr—*Dramatization (Third Year)* pp. 15-41.
Pictures—Thompson Blue Prints: 122e—A Cottage at Raveloe, 123e—Silas and the Child, 124e—Eppie and Her Father.
Motion Pictures—University of Wisconsin, Madison.
I. Novel: Twain’s *Tom Sawyer.*
Greenlaw, Elson, and Keck—*Literature and Life*, Book I, p. 16.
Motion Picture—Lasky.
J. The Short Story: Hawthorne’s *The Great Stone Face.*
Haliburton and Smith—*Literary Interpretations*, pp. 43-76.
Pictures—Perry Pictures—Numbers 11, 12, 13, 14.
III. ANTHOLOGIES AND SOURCE BOOKS
A. Verse
Untermeyer, Louis—*This Singing World* (Harcourt Brace).
Childs, George—*English and Scotch Popular Ballads* (Houghton Mifflin).
Wells, Carolyn—*Book of Humorous Verse* (Doran).

B. Short Stories
Howells, William Dean—Great Modern American Short Stories (Boni and Liveright).
Jessup, Alexander—American Short Stories (Allyn and Bacon).
Ashmun, Margaret—Modern Short Stories (Macmillan)
Sherman, Stuart—A Book of Short Stories (Henry Holt)
Ramsay, R. L.—Short Stories of America (Houghton Mifflin).

C. Essays
Morley, Christopher—Modern Essays for Schools (Harcourt Brace)
Pence, Raymond W.—Essays by Present-Day Writers (Macmillan)

D. Drama
Cohen, Helen Louise—One-Act Plays by Modern Authors (Harcourt, Brace)
Lewis, Benjamin R.—Contemporary One-Act Plays (Scribners)
Shay and Loving—Treasury of Plays for Women (Little, Brown)

E. Histories
Garnett and Gosse—Illustrated History of English Literature (Macmillan)
Ward and Waller—The Cambridge History of English Literature (Putnam).
Trent and others—The Cambridge History of American Literature (Putnam)

F. Handbooks
Reynolds and Greever—The Facts and Background of Literature (Century)
Becker, May L.—A Reader's Guide Book (Henry Holt)
Manly and Rickert—Contemporary American Literature (Harcourt, Brace)

G. High School Reading Courses
Greenlaw and others—Literature and Life Series, Four Volumes (Scott, Foresman).
Sperlin, Otis B.—Studies in English World Literature (Century)
Rich, Mabel Irene—A Study of the Types of Literature (Century)
Certain, C. C.—Social Studies in American Literature (Century)
Newcomer, Andrews—Twelve Centuries of English Poetry and Prose (Scott, Foresman)
Snyder and Martin—A Book of English Literature (Macmillan)

H. Inspirational
Smith, C. Alphonso—What Literature Can Do For Me (Doubleday, Page)

I. Source Books
Alderman and Harris—Library of Southern Literature (Martin Hoyt Co., Atlanta, Ga.)

IV. ILLUSTRATIVE MATERIALS
A. Charts
Hills, H. Noel—The Shakespearean Stage (Oxford University Press)
Rich, Mabel Irene—"Some Famous Characters from Literature," "Some Well-Known Titles of Pieces of Literature," A Study of the Types of Literature (Century)

B. Maps
$2.25. 9 maps—England in different periods of literature, Italy, London; with finding-lists arranged alphabeti-
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C. Mounted Pictures

Magazine Articles

Hilson, J. A. and Wheeling, K. E.—“ILLUSTRATIVE MATERIAL FOR HIGH SCHOOL LITERATURE,” English Journal (University of Chicago Press)

I. Oct. 1922—Addison, Browning, Burke, Byron, Carlyle, Chaucer, Coleridge, Cooper, Dickens.

II. Nov. 1922—Eliot, Franklin, Gaskell, Goldsmith, Gray, Hawthorne, Homer.


IV. Feb. 1923—Longfellow, Lowell.


VI. Apr. 1923—Shakespeare, Stevenson, Tennyson, Thackeray.


Ward, C. C.—“PICTURES FOR USE IN TEACHING ENGLISH LITERATURE,” English Journal.

I. May 1917—Shakespearean Plays.

II. April 1917—Stevenson.

Picture Companies

A. S. Burbank, Plymouth, Mass.
Curtis and Cameron, Boston, Mass.
Cosmos Picture Company, 119 W. 25th St., New York, N. Y.
Detroit Publishing Company, Detroit Drama League of America, 59 E. Van Buren St., Chicago, Ill.
Elson Art Company, School St., Belmont, Mass.

Raphael Tuck and Sons, 122 Fifth Ave., New York, N. Y.
The Mentor, Crowell Publishing Company, New York, N. Y.

Stereopticons

Chicago Transparency Company, 143 N. Dearborn St., Chicago, Ill.

D. Music

Columbia Graphophone Company, New York, N. Y.
Victor Talking Machine Company, Camden, N. J.

E. Reading Report Blanks

Heydrick, B. A.—Reading Reports (Scott, Foresman) Synopsis required; no questions.

Royster, J. F.—Reading Report Blanks (Scott, Foresman) 20c. Reading divided according to types; questions.

Wiggins, Evalina—Parallel Reading. (J. P. Bell, Lynchburg, Va.)

Books I Have Read (Noble, Eldridge, New York).

F. Slides—Companies

Chicago Transparency Company, 143 N. Dearborn St., Chicago, Ill. Plain slides—40c; colored slides—75c; rental—8c a slide.

Halliday Historic Photograph Company, 8 Beacon St., Boston, Mass. Lantern slides—60c each; $6.00 a dozen.

W. H. Rau Art Studios, 238 S. Canal St., Philadelphia, Pa. Slides—60c each; 10 per cent discount on fifty or more.

T. H. McAllister, 170 Fulton St., New York, N. Y. Plain lantern slides—50c; colored slides—85c; rental—5c each.

G. Motion Pictures

Cooper's The Last of the Mohicans (Associated Producers) 6 reels.

Dickens’s A Tale of Two Cities (Fox Film Company) 7 reels.
Eliot's *Silas Marner* (University of Wisconsin) 7 reels.

Homer's *Odyssey*, "Adventures of Ulysses" (Atlas Education Film Company) 2 reels.

Tennyson's *Idylls of the King*, "A Connecticut Yankee in King Arthur's Court" (Fox Film Company) 8 reels.

Irving's *Rip Van Winkle* and *Sleepy Hollow* (University of Wisconsin) 5 reels. (W. W. Hodkinson Film Company) 7 reels.

Longfellow's *Courtship of Miles Standish* (Argonaut Film Company) 5 reels.

Shakespeare's *Julius Caesar* (New Era Film Company) 6 reels.

**Companies**

National Board of Review of Motion Pictures, 70 Fifth Ave., New York, will furnish information regarding any educational motion pictures. See especially the list of "Selected Book Films" published each fall in collaboration with the National Association of Book Publishers.


Daylight screens for classroom motion pictures, may be obtained from the Trans-Lux Daylight Screen Company, 36 W. 44th St., New York, N. Y. $25 to $150.

**NOTES FROM THE TRAINING SCHOOL**

**DEFINITE OBJECTIVES**

If my class and I were going on a picnic some time and I should say to one of the boys, "John, will you please look in my purse, get some money, and get us something to eat on our picnic," John would be justified in taking any amount from a penny to every penny in the purse, going anywhere from Timbuktu to Kamchatka, staying a day or a year, and bringing back a neighbor's ox or a bag of peanuts for the lunch. If I should say instead, "John, we leave for our picnic in half an hour. Will you please take this five-dollar bill, go to Mr. Crack's store, and bring us two dollars and fifty cents' worth of crackers and the rest in cheese? Please come back in fifteen minutes," the lunch would be ready for the picnic.

If John knows he must just "learn fractions," he works along in an aimless fashion. If he knows that other boys of his age and intelligence can add five examples in fractions like \( \frac{2}{3} \) + \( \frac{3}{4} \) in ten minutes, he has a definite goal. He now knows what he must do, learns the why, and soon gets the how. He soon drills himself when and where he pleases as much as he pleases. He can then take out his watch and test himself, and say when he has accomplished the feat, "Eureka," and proceed with a feeling of satisfaction to the next goal. If John knows instead of really reading (orally) he is just "saying off words"; that his "saying off words" is dull, monotonous; that he does not accentuate important words; that he does not indicate phrases and clauses, and that other boys of his age and intelligence do these things, he has a job that he can get to work on. He knows what he must do, why he must do it, and by effort how to do it. He can work on his job when, where, and as long as he pleases. He can practice on his schoolmates, members of his family and friends, and when it has been decided...