USE AND SELECTION OF SHORT STORIES
IN THE TEACHING OF ENGLISH TO
HIGH SCHOOL STUDENTS IN
BEIRUT

A THESIS

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in Partial Fulfillment of the Requirements
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By

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TO MY

MOTHER AND FATHER
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CHAPTER ONE

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Language is a "system of arbitrary vocal symbols by which members of a social group interact and cooperate."\(^1\) Every language possesses a unique collection of phonetic and symbolic expressions. This uniqueness is derived from the fact that its people belong to a group having definite characteristics, and shows that language is a part of culture and a phase of human behaviour.\(^2\)

Language has two sides, the objective that refers to the language as used for communication of thought and emotions, and the subjective that refers to the language as used by the individual; this makes it uniform as well and different among members of a social group.

There are two elements in a language which a student needs to know: elements of choice - including those used by the speaker in expressing his thoughts, and elements of compulsion including the habitual aspects which a native speaker uses automatically. As students of English we are concerned with the habitual aspects which a native speaker is unaware of, but which we notice clearly. We are masters of English when we start talking without being conscious of purely linguistic features. This brings us to the language standard - the standard that the educated native knows by the mere fact of being a native speaker of English.\(^3\)

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As a means of communication, language differs from other systems in that its ultimate units are vocal sounds. The problem, therefore, in learning a new language is "acquiring a new set of articulatory and auditory habits for use in communication."¹ This is not easy because the muscles of our speech organs have early in life become exclusively accustomed to the particular adjustment and system of adjustments that are required to produce the traditional sounds of the language.

Language operates on three related levels: phonology, vocabulary, and grammar. Mastering the phonology should be the first step in teaching English. A special alphabet in which each symbol (phoneme) represents a sound can be used. "A phoneme is a distinctive sound unit."² Every language has its own sound features which constitute problems to the foreign students.³ Edward Sapir said that "sounds used by a language offer a self-contained system and that the sounds are meaningless unless they are interpreted in terms of the phonetic patterns of that system."⁴

The Arab student might find it difficult to differentiate between the (p) in pin and the (p) in spin; to him both might be the same, while to the English native speaker, the (p) in pin is produced with a puff of air that does not exist with the production of the (p) in spin.

3. Ibid., p. 174.
4. Ibid.
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3. Ibid., p. 174.
4. Ibid.
The distinctive sound features of a language are few and limited. They include diphthongs, vowels, and consonants. The non-distinctive features do not constitute the sole contrasting feature between two separate words. The sound in "raise", differs from that in "race" only in giving the last sound in "raise" more buzzing. A good training in phonology is, therefore, necessary as a background for other activities which would be valuable for the teacher to make use of, such as oral reading or dramatization. In using the short story, the teacher might find it convenient to have certain passages read by a few students in class. Such a story might contain several words such as piano, bend, pill, etc., if the student has been unable to differentiate between the two sounds (p) and (b) in the following words, his reading of the passage will be annoying and meaningless.

Another side of language is grammar. By grammar we mean "the devices that signal structural meaning." This means that a student must be able to respond quickly to all the structural signals and devices of the language. Mastery of these devices comes on two levels - the productive and the receptive.

To the foreigner a general consideration of grammar is part of the process of acquiring a practical use of the language. Everything studied in grammar should be applied to books and stories read. It is only in this way that we would be using grammar as a means to reach our aims. Grammar teaching should make the student conscious of such devices as word order, inflection, and function words.

1. Fries, op.cit., p.50.
A contrast of the two language systems is necessary in order to acquaint the teacher with the patterns which a child should form, and which do not correspond to his language patterns. The best approach toward developing these speech habits is through hearing and practicing. This cannot be done without establishing a right attitude toward language, because unless the student feels the necessity of learning the new language he will not profit.¹

A short story offers a good means for the application of the grammatical signals that a student has not mastered yet. But still everything depends on the teacher's creativity to recognize the student's problems and to use the short story as a means to solve such problems. If for instance, a student's problem is using the (s) with the third person singular, oral reading of the short story passages, might open new ways for the teacher to clarify the idea for him. In this way mastery of the structural devices on the productive and receptive level will be attained.

In teaching structure patterns, a teacher must find out a situation which will stimulate the need for a given pattern, and since the number of situations which a teacher can use is limited, pictures depicting action can be used in asking a student to identify the action. This way of teaching provides a challenge to the student to use what he has learned. Pictures used should be clear, with stories concentrating on one structure pattern and including no language material outside the student's

¹. Ibid., p. 30.
experiences. Grammar has a practical function if it is taught in the right way. It develops concentration, reason, and literary interpretation; it also enriches the vocabulary and improves expression.

The third element of language is vocabulary. It would be very dangerous for a teacher to think that mastering a foreign language is attained by memorization of words and their meanings. Presentation of words must be in sentences because a word may have several meanings depending on the situation it is used in. We say, "what is the time?" And "that is ten times better." The word "time" in the two sentences has different meanings.

The aim of studying vocabulary should be to enable students to express their thoughts more adequately. In presenting words to a class, we must make sure that they seem meaningful and useful to them. Sentence structure and oral practice are suggested means for teaching vocabulary, though the first is not a guarantee that a student has understood the meaning. A short story, is a good means for building the students' vocabulary. A teacher might find it useful to select a short story assigned especially for high school use, and in which certain new words are used often so that students might notice the various meanings a word might have depending on the context. Since understanding the vocabulary is the means for understanding the whole meaning of the short story, a final reading of the story should be devoted to vocabulary study. For this reason also, a teacher should have read a story herself thoroughly.

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1. Ibid.

before assigning it to the class, and picked certain new words that she thinks students might find difficult to understand. It is very important for the teacher to anticipate the difficulties that students might face in reading the short story, because sometimes the whole idea of the story depends on understanding the meaning of one tricky word. He might also give the class a few questions to be answered after reading the short story. This will arouse the students’ interest in reading the story.

Having discussed all this, we can realize that learning and teaching a foreign language are not simple; we can never master a language completely. English teachers face various problems of different complexities. Some of these problems arise from difficulties in producing and recognizing certain sounds as (n) in "king" and (p) in "pig". The teacher’s approach to these problems should be to find out the familiar and unfamiliar sounds and decide what to do about them.

Through the use of imitation, constant drill and practice, the special alphabet (discussed before and containing symbols that indicate the sounds of the language) with a facial diagram illustrating the position of the various speech organs, understanding and producing these sounds on the student’s part would be easier.¹

Another grammar problem is the inability of students to respond to the various devices used by that new language such as inflection, word order, and intonation. A student might not find a difference in meaning between

Is he here?

and

He is here.

This might be confusing to him, because he finds questions signalled mainly by word order in English and by intonation in Arabic. One way of testing structure production and recognition on the student's part is to give him an utterance containing the structure we wish to test and then to see whether he responds to the sentence in an understanding way. For example, a teacher might say, "it is warm in the classroom. The window is closed. Open the window." If the student understands the structure he will respond and open the window. ¹

The purpose of teaching English to high school students is to

1. cultivate in the student an appreciation of the best things in literature,

2. increase his power of expression both in speaking and in writing, and

3. impress on his mind a knowledge of certain essential facts regarding the mother tongue. ²

The other kind of aims are defined in terms of the community needs. To the Lebanese student English has become a favored language meeting his needs in business and education. It is a link between his country and the outside world. From the social point of view, English has become an international medium of communication, and is therefore studied as a way to improve one's status. "It is a way to national

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salvation, for whether it be in political democracy, business, inventions, educations, nowhere else do we find a fund of literary ideals comparable to those given in the world by the English speaking people.¹

CHAPTER TWO

ACTIVITIES AND METHODS USED IN TEACHING LITERATURE

Language teaching imposes a heavy responsibility on the teacher. He is teaching a "foreign language with structural features to students who have a native language background with different structural features." A general knowledge of adolescent psychology will help a teacher in coping with academic and disciplinary problems. It makes him recognize the fact that a student learning English is more interested in using the language than in reading its books. This means that he has to do less talking and more listening. In this way the class-room becomes a place where a student finds solutions to his linguistic problems.

In any course, interest is the main element needed for success. Unless students are interested, little will be achieved. Developing interest in students requires much effort on the teacher's part. A student's attitude toward a class is influenced by what the class is doing to him; so if stress is put on grades, he develops fear of failure, and a negative stimulus results.

Sometimes a student does not understand the teacher's explanation. Some of the reasons might be either lack of drills that would produce

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automatic patterns, or the teacher's unconsciousness of the differences between the student's native and foreign language. Or he might have been aware of the difference but was not able to clarify it to the class. Besides, the kind of relationship that exists between the teacher and the student influences the amount of knowledge a student gets. It is only when this relationship is characterized by humor and freedom that a student feels freer to imitate the teacher.¹

Teaching and learning a foreign language are two correlated processes demanding reciprocal give and take from a student and his teacher. Pronunciation requires constant practice and drill. But drills are not always effective unless the class has realized the importance of the pattern being practiced. Even after a student has grasped a new pattern, he is likely to distort it because it is new to him; oral practice and repetition are the best solution.

Language teaching might also be called a process of habit building, where the "book is a guide from which a teacher can classify and choose good examples and exercises. Therefore, every method used by a teacher should contribute to the main objective of teaching a foreign language, namely exposing a student to the language as it is spoken by its natives."² Besides, there are various activities which a teacher can raise such as the school paper and clubs in order to develop originality and humor in a student.

Literature is the most effective element in the educational process for the direct interpretation of ideas and attitudes that cannot be taught in a formal didactic manner.

Literature has been defined as a "laboratory in which pupils may see life analyzed. There they see causes, results, characters twisted by circumstances and characters twisting circumstances to their own ends."\(^1\) There are several reasons why literature should be studied in high school. In giving a student a realistic presentation of life it enables him to relate his experiences, gauge at their effect, and interpret them in his own way. Besides enriching his imagination and widening the horizons through which he can see, it increases his knowledge concerning the diversified ways of life and other social and moral philosophies. In short, it helps the reader to see his own personality and problems objectively, and to understand and manage them better.\(^2\)

Literature has a special effect on the high school student. At this time, the adolescent student is curious to know what happens in adulthood. He is bothered by his own responses. So in literature he faces various emotions such as love and anger, and gets acquainted with the appropriate responses to these emotions. Girls can gather various attributes and traits associated with the idea of being a lady. The heroines were not only the result of creative imagination; they were models and examples of the women of that time. The image of Madame

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Loisel in the "Necklace" by Guy de Maupassant with the description we are given about her have many counterparts in our society.

To the Lebanese high school student, the study of literature has a specific aim defined in terms of his community needs. It gives him a literary experience and enables him to communicate actions and ideas in a vivid and correct way. Literature also teaches a student various qualities such as citizenship, humor, sincerity, pathos, charity, and social sensitivity.¹

Before using any method, it is worthwhile for the teacher to consider the level of maturity of students. In other words, he must begin with the student's actual experiences and interests which he can discover through conversation and personal conferences. He must make sure that stories and books to be read are not beyond the student's emotional background. A general knowledge of adolescent psychology helps in selecting books to meet the student's needs. The adolescent boy or girl enjoys reading books concerned with adult problems and juvenile cases. To girls emotional stories are a source of interest, because they like reading about persons whom they can pity. They are interested in stories dealing with home and school life. Love stories interest them most of all and make them admire a hero to the point of worship. Boys enjoy sport and adventure stories, and anything that is fearful, dangerous, and fascinating holds their attention.²

¹ Rosenblat, op.cit., pp. 228 and 264.
A literature teacher, like a language teacher faces many problems. The high school is a new world to a student who has just ended his elementary schooling. Literature would be a new course demanding certain literary requirements, such as a wide vocabulary and the ability to visualize what one reads and to relate facts and materials given. Another kind of problem is the kind of fiction most suitable for youth. Since we cannot prevent students from reading books that they select, it would be valuable to establish in them the fact that in literature there are no secrets. Therefore, whether it is dealing with sexual or mental aspects, it will be giving an honest view of life both pleasant and unpleasant, concerning the normal and abnormal reactions toward love, death, birth and other situations.

A high school boy or girl is undergoing certain changes which complicate the curriculum problem. Some are self-conscious, curious, and have a strong desire for social approval within their own groups. This induces the informal character of the class-room as a place for handling students' problems through group activities.¹

1. Reading is one of several methods through which a teacher can build automatic linguistic habits. There are two kinds of reading—silent and oral. "Silent reading is a receptive activity involving the use of the eyes and the ability to respond to the meaning of the graphic symbols on a written page. It is used mainly for comprehension. Silent reading is every good means for improving the students' rate of

reading. From time to time a teacher might pick out certain paragraphs from a story and time the students. This will/in them the skimming and comprehension power and enables them to think while reading. It also helps the teacher to know the students individually and to detect problems that stand in their way of understanding. Oral reading, on the other hand, is a receptive - productive activity involving the translation of the graphic symbols into oral symbols conveying the same meaning. It is used mainly for comprehension and expression. Satisfactory oral reading is possible only after the student has just mastered the language on the oral level receptively and productively, for he cannot read correctly unless he first hears correctly.1 Students may be asked to read a story outside class; then the teacher may read certain sentences as a model, thus pointing out the important aspects of the story. Class-discussion of materials read outside may be helpful in determining whether or not students have done the reading. It is useful to give a group of students the same story book. This gives them a chance to have a class discussion, where each can contribute his views; when the teacher gives a notion about a certain situation, a conversation might start.

2. Composition — another method is composition. In a productive work such as composition, a certain amount of originality, creativity, and harmony, is needed. Composition subjects are given in various ways depending on the teacher's imagination. One way is to give a topic — "my friend" and give certain words such as "building, parents, activities

hall, office, etc. ", to be used in writing the theme. Another way is giving students few ideas with the subject such as the "Christmas Pageant" for subject – with an outline

1. The people entering the hall
2. The show
3. The actors
4. The stage

Or a list of words is given and the class is asked to imagine a story using these words.1 Boys and girls differ in their interests at this age. Variety in subjects is essential as a way of maintaining interest. Since students enjoy reading and being read to, a teacher can select certain paragraphs from a story which the class is reading and ask students to summarize after reading it. Or he can tell part of the story and ask the class to imagine the ending. Sometimes a teacher may find common grammar mistakes and other errors arising from the students' thinking. In such a case grammar instruction and drill should be given from time to time. This means that grammar and composition should be taught as correlated subjects, for the development of habits in their use.2 A short story provides good means for selecting composition subjects. Sometimes a teacher might find it valuable to give the theme of the story as a subject, or to choose any certain quality, or a moral question from the story being studied and have the students write their ideas about it in the form of an essay.

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2. Leonard, op-cit., p. 239.
3. **Conversation** is another activity helpful in correcting speech problems such as the "and a habit", by acquainting the student with different connectives. Besides building correct use of language it familiarizes students with words and their influence on the public. It can be either formal or informal. The school assembly and the classroom acquaint students with the habit of standing and speaking formally before the public.¹ A short story provides several topics for class conversation. Since a story embodies the author's view of certain things in life, it would be worthwhile for the teacher to stimulate the students to give their ideas concerning the questions and see whether they agree with the author or not. Class conversation of the short stories increases the student's ability to communicate his thoughts to others. He learns to take part in a friendly conversation, to contribute to a discussion, to stand up and speak before the group.

4. **Dramatization** — another method for developing literary understanding is dramatization. The high school student enjoys impersonating objects and persons he knows. In "its power to rouse interest, to stir imagination and to quicken a love for literature dramatization has no equal."² Several short stories have sections which can be read in the form of play reading — that is instead of having oral reading done by one student at a time, a group of students can take the different parts. Such kind of story reading might meet the individual needs for self-expression, self-reliance, and cooperation with others.

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5. **Dictation** - is another method valuable in teaching English as a foreign language, because it "involves translating oral sounds into conventional written symbols, and correctly separating one word from another. When giving dictation the teacher should keep the objectives of dictation in mind and must read the passage to the students in such a way as to obtain maximum benefit. For example: All dictation given should be from the short story being studied. He might choose paragraphs where new words are introduced and used differently, or other paragraphs where descriptive words are used.

**Dictation**

"Once upon a time there lived a family consisting of the father, the mother, and two children. The children's names were John and Alfred."

"Such a dictation must be given in, more or less, the following way: Once upon a time there lived a family consisting of the father, the mother, and two children."

Once upon a time there lived a family consisting of the father, the mother, and two children.

The children's names were John and Alfred.
The benefit of giving dictation in this way lies in making the students always repeat (orally or silently) whatever is dictated to them. When what is dictated to them is divided into logical phrases and groups of words, by repeating them (orally or silently) students also get into the habit of speaking and reading in the same way.¹

¹ Nasr, Raja, "Dictation", (Mim.), 1958.
"If the short story is unable to inspire us with high thoughts or reveal unknown worlds to us because of its brevity, it may however afford us unusual entertainment. It can lift us from our daily round of irritating concerns and duties to a region that is fresh because of what may be unusual or original."¹

¹ N.E. Speare, The Pocket Book of Short Stories, N.Y., Pocket Book Inc., 1941, p. xli and xlv.
CHAPTER THREE

THE USE OF THE SHORT STORY IN TEACHING

ENGLISH AS A FOREIGN LANGUAGE

"Fiction is an artistic presentation of life, from which the adolescent and youth may learn much concerning the emotions, ideals, successes and defeats of persons like themselves." As a part of fiction, the short story can play a great role in the modern curriculum. The speed of living, the rapid development of the magazine and newspaper, the universal demand for education, all these contribute to make the short story one of the remarkable features of English teaching.

A short story is a single incident affecting the life of a single character. It is a democratic form of writing that is easily understood by every kind of reader. Short stories are grouped into certain types depending on the sort of the thing emphasized in the particular story. Some of the different short story types are classified and discussed later in the chapter.

There are several aspects in a short story which contribute to its effectiveness in secondary teaching. It is the only fiction many

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of the pupils will continue to read. It is short and therefore can be read at one setting, and it produces satisfactory results. The idea that the author wants to give is so simple that it can be understood easily. It is an art that explains life; its events involve social relations. We are in a world meeting people, persons, and places that are similar to those around us and with whom we can identify ourselves. In addition to those aspects, a short story has other valuable contributions. It is admirably adopted for practice in reading aloud in the classroom, especially as it arouses initial enthusiasm on the student's part.¹

The short story has a special effect on high school boys and girls; it offers students opportunities to get acquainted with interesting personalities and to identify themselves with them; it makes them aware of other ways of life than those in which they happened to have been born; it builds in them social philosophies and goals, and gives them more insight into themselves and their personality problems, by hindering the neurotic tendencies which the adolescent may sense in himself. In short, a short story is a form of art which when used as a form of composition offers stimulating possibilities and literary influences on students in that it awakens in them new attitudes towards life, and makes them sensitive to simple things that occur in the world around them.²


To be inspiring, fiction should have reality in the problems it offers and in its interpretation of life. But all of its value depends on the way it is used; if it is properly used and enjoyed, it contributes much.

Before discussing the use of short stories, a teacher must make sure that a student has attained and mastered the essential language elements: reading, writing, and speaking. Even if he did master them, language should be taught in literature because the two are correlated. Since short stories, whatever their nature is, are told to entertain, a student should be encouraged to look at the short story as an agreeable companion and entertainer that will give him a good time.

One way of teaching short stories is to ask the class to read the assigned story, as a whole, and to find out something of the author's life, work, the spirit of his time, and how it is shown in his work. Students should be asked to make use of the questions at the end of the story to give them a better understanding of it. This enables them to compare their own impressions of the story with the opinion of others; so when a story is discussed in class they will be able to take part in class discussions.

Since a short story course includes several stories, students are advised to take notes on each story while studying it, so that their ideas will not be confused. Such a note-book will include the following aspects:

1. Ibid., p. Xi.
1. Type of the short story.
2. Clarity of the theme and title.
3. Truth and reality of its characters.
4. The plot summarized in two sentences.
5. The setting effect on the character and plot.
6. The climax.
7. Humor, description, action, dialects, and other challenging questions such as:
   a. Which of the characters impressed you most?
   b. Does the story fulfill the technical requirements?
   c. Is the story ending suitable?
   d. Would you have written another ending if you were the writer?
   e. Are there surprising elements?
   f. Did you like the story? Why?

Now comes the teacher's part in using the short story. As a first step it is better to have a discussion on the general values of the short story. This will stimulate agreement based on individual preferences. A short story should not be left before it is studied and understood well by the whole class.

To picture characters and events to the class vividly he can make use of gestures, and facial expressions. To arouse interest and stimulate short story reading, a teacher can make use of films about such authors as Poe and Hawthorne. Or he may bring a moral

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question to discuss in class and after getting their attention and ideas he can ask them to find out Hawthorne's ideas concerning a social problem in the story. From time to time it would be valuable to give different stories dealing with common social problems so that they can discuss in class and compare similarities and differences.  

Another means is dramatization, which renders the contents of the story lively to the student. Students would like to dramatize the different characters they come in contact with in the story. "Dramatization of a story must emerge out of the student's interest and be carried on spontaneously in class... Any accessible object should take place of the actual thing needed in the play or situation they are to perform. For example, a pencil may serve as a dagger. The aim in such instances is to provide a chance for students to practice speaking and to understand the contents of what they read. The teacher should not ignore therefore, the importance of pronunciation, intonation, and facial expressions that are all involved."

The mechanical side of the story must be dealt with too. Words should be looked up either in the dictionary or in an Encyclopedia. This increases the student's meaning of the story. Other aspects of the story such as the characters, setting, plot, action, incident, crisis, climax, theme, and moral need to be discussed too.

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A short story embodies an author's view of some phase of human life; its evaluation must be in terms of its appeal to students' interests and tastes; the impression it gives them, and the extent to which it affects them.¹

Few stories belonging to different types will be discussed in the following pages.

I. V. Morris, "The Sampler".

It is a character story, and an example of the short story which has come into popularity in the last few years.² After having read the story, the teacher can ask several questions to be written or thought of. The questions may run in the following way:

1. How does the author introduce the story?
2. Was the narrator's question to the shop girl a natural one?
3. Does the author prepare the reader for the old man's entrance? How?
4. Did the man's generosity bring pain to the old man? Why?
5. In what way did the old gentleman refuse the offer?
6. How did he save his honor by buying the pudding?
7. Can you compare this short story with another one you have read?

As for composition subjects, a teacher can select different aspects of the story. Essay questions may run in the following way:

1. Write an episode on the theme of charity.
2. Tell an experience that you know where charity was resented.
3. What do you think the old man told his wife about the purchase of the pudding?³

² Ibid., p. 546.
Bjornstjerne Bjornson, "The Father".

It is a theme story having a religious element, through which the author presents concisely a gradual realization of the value of spiritual gifts. Its main elements are struggle and complication, shown in a character working to conquer a difficulty, and the whole story deals with the way the struggle is solved. "The Father", is an illustration of the infinite possibilities of the love story. It contains the characteristics of the short story; single incident, compact unity, and simplicity. Its scenic setting consists primarily of interpolated passages of description having the quality of realistic detail.

"The Father" is also valuable to secondary students, for it shows father and son relationship in clear and simple style. The story events are conducive for class discussion, such as the event of baptism, where each describes or tells a story in which he attended the baptism of somebody. He can ask them to write a composition on the theme of the story; or a characterization of the father - a very loving, humble, religious, generous man whose love for his dead son effects his life to a great extent. General questions on the story may run in the following way:

1. How does the story show father and son relationship? Give examples.

2. How are the story events conducive to class discussion? Show by examples and events.

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1. Ibid., p. 350.
3. How are the description passages in the story interpolated?

4. What are the main elements of the story?

W. W. Jacobs - "The Monkey's Paw".

It is a weird and mysterious story. It has been defined as an "agruesome tale of a magic paw by means of which the professor may have three wishes granted but always with tragic consequences."¹

It is a supernatural drama echoing the uncertainty which characterizes the author and makes the story live long in the mind. The series of events the story gives are all interesting to the reader requiring character understanding. We are given the lady's picture through the words. The quality of courtesy is discussed in showing Mr. White's attitude while guiding the stumbling lady. Another quality is hospitality seen in the behaviour of Mr. White and his wife. The old man has love of adventure. The "pan" in the story introduces the idea of fate. To ensure clear understanding of the story a teacher may ask some questions such as:

1. What does the first paragraph in Part II tell about the family?

2. What kind of family life does the author give in describing Mr. and Mrs. White?

3. What difference does the author show between the father and the mother?

4. Why does the author say that the sergeant major's face whitened?

5. What were his three wishes and their relation to the story?

¹ Ibid., p. xvii.
6. In what part of the story does the author show suspense?
7. Are there unusual signs in the story?
8. Are we prepared to meet the crisis in part II?
9. What was the second man's wish? What made him make his third wish?
10. Are there coincidences in the story? What are they?
11. Do you think people today believe in the power of tokens?
12. Write an episode about any of the following:
   the rabbit's foot, the lucky penny.
13. Write out in full detail the answer to the first question.

These questions need not only be written but discussed in class so as to stimulate conversation and fluency on the students' part.

Ernest Hemingway - "A Clean Well Lighted Place."

It is a very short story; it deals with two persons, one full of youth and confidence, while the other lacks such things. It is a story full of conflicts and psychological problems. Through the picture of the old woman he seems to be telling us what it means to be old. The story is a good one for high school because it is short, solid, and a model short story in its style. The author succeeded in expressing what he wanted in a short space; he described a variety of objects in rhythmic sentences, such as light, trees, and shutters. The story reflects the author's views toward life. "The verbal economy of the author's style expresses his preference for suffering in the face of an tolerable universe." The word clean used every now and then has meaning because the old waiter prefers a clean cafe.

The story as a whole considers the question of dignity—"the old woman going down the street unsteadily but with dignity and the old waiter who thinks it impossible to stand before a bar with dignity." ¹

The teacher can make use of questions and exercises such as the following:

1. Are there any conflicts in the story? Where?
2. Are there physical details?
3. Why does the author choose Spain for a setting?

For stimulating discussion and imagination, a teacher can ask students to think of a cafe they have visited and compare it to the one pictured by Henry.

Frances Guild, "The Turkey Red".

It belongs to the local color type of story, and is based on the white man's adventures among the Indians and the unbelievable hardships of the pioneers' struggle in cultivating the land west of the Alleghnies. The writer shows the spirit and the courage of the pioneers in wrestling with the problems of mere survival amid the primitively hostile forces of nature, and the equally hostile, selfish rivalries among them. Wood tells about these people with truth and sincerity. For stimulating discussion a teacher can make use of questions in the following way:

1. How does the introduction acquaint us with the story setting?
2. What is the men's attitude toward each other, as seen in the first section?
3. What are your first impressions of Dan?
4. Do the characters prepare us for complications?

¹ Ibid.
5. What is the significance of the title?
6. How does the introduction acquaint us with the story setting?
7. What is the theme?
8. What does the author mean by "the blood will tell"?
9. What things first confuse Smith?
10. Find out examples of striking figures of speech like "hegged the sod"; what effect do such sentences have on the style?
11. Is the blizzard introduced effectively? Explain.
13. Does the author say enough about Miss Clark?
14. What finally caused the change in Smith?

Composition - describe an incident involving a snow storm, a flood or a forest fire in which human figures struggling against elemental forces are introduced.\(^1\)

Although high school students prefer stories having a real touch, they still enjoy reading children's stories.

Maire, Paso, "The Last Christmas".

It offers exciting events about Christmas. The young boy in the story is an interesting character to boys. Though the father's behaviour was not proper for a Christmas Eve, yet it is useful in that it increases the students' insight into things that might happen at Christmas, and every other day. It may remind them of the fact that while they are feasting there might be people who need help at Xmas.

The quality of charity could be discussed with reference to this view.

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\(^1\) Schweikart, op. cit., p. xxvii.
The story offers a variety of conflicts which can be discussed in class. A teacher can choose a conflict and see whether it is rooted in the life of a person they know. Some of the conflicts he may list on the board such as overcoming fear of people and of failure, keeping a cheerful attitude in a dangerous situation, facing problems bravely. He may assign a short paper on what each one thinks Mr. and Mrs. Kelly is, her character, personality, as a lazy, shy, independent and rich lady. Some questions that a teacher can make use of are:

1. Are there conflicts in the story? If yes find them.
2. Choose one conflict and discuss whether it is rooted in the life of a person you know.
3. What type of personality does Mrs. Kelly have?
4. In composition subjects a teacher can ask students to write something on the quality of charity, or to tell an exciting experience or event happened to them on Christmas.

Humorous stories are the most popular among students.

Lupton A. Wilkinson, "Miss Letitia's Profession".

It is an example of humorous stories. Miss Letitia, "a fragile, dainty, new England spinster whose inefficient brother is the ill-paid editor of Hot-Clues - a cheap confession magazine, has through her desire to aid that brother, trained herself to write comic confessions. She then becomes proficient, and well to do, and is secretly fascinated by the thieves slang which she studied diligently. Alone she confronts a thief in the dining room, from her lady-like lips falls a string of epithets that routs the thief. A little tired she returns to her needle point for the church social."

This story would be interesting to students since its characters are drawn in a very convincing way, thus giving a careful preparation for the events. Besides, it is humorous. The argot itself, the incongruity of those words from those lips, would delight the class.

The story is an amusing stepping-stone from pure adventure to adventure plus character.\(^1\) Some questions regarding the story would be as follows:

1. Compare Miss Letitia's character to her brother.
2. Are there coincidences in the story?
3. Pick out the most humorous elements or situation.

**Guy De Maupassant, "Love".**

It is a story in which contrasting and descriptive passages have a symbolic value. We have a contrast between the cold dawn on the marsh land, and the marsh itself; between the breath of the dogs and the white smoke; between fire and cold; between dreamy and real life. Descriptive passages form another aspect of the story. The words "sun and heat" have reference to life. There is a deep description of the power of the "wind which tears the flesh like a saw which cuts into one like the blade of a knife." The moon is described as "she lays on her back pale, so feeble that she could climb no further, as if she stayed there, arrested, paralyzed by the harsh spaces of the sky."\(^2\)

The story discusses the kind of relationship that exists among animals; even animals understand the meaning of love. This is shown in describing the "fallen bird and the lament of the poor fellow." The description is so vivid and touching that it pictures to us the bird in the sky looking for his mate while the other has reached the earth emotionless.

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\(^1\) Shover, *op.cit.*, p. 235.
The desolate grief of the bird shows love in all its aspects and phases. The bird is described as such: "the bird, the little bird, who had escaped, began to wheel and the blue of the sky above, staring at his dead comrade whom I held in my hands." 

Besides the contrasting and descriptive aspects that a teacher should analyze in such a story as "Love", there is also character interpretation. The story characters are drawn in a special way. The "I" of the story gives us his feelings and interests. Hunting was his best hobby which made him discover strange things in nature. Though the marsh land was dead and frozen, yet it aroused strange emotions in the "I".

General questions on the story:

1. What does the following sentence imply? "She was a string suspended from the bird."
2. Are there analogous contrasting events in the story?
3. What is the purpose of describing the dawn? The moon?
4. Has the author a purpose in opening and closing the story with Paris?
5. Is there any purpose in the use of the word - "heart"?
6. Why did the author use "the polar house", which looks like an enormous diamond with a furry heart?
7. Reading the whole story, we find a relation between the end and the beginning - the "He" and "She" of the first page are related to the end. How is this relation made.
8. Select the contrasting aspects of the story and discuss their symbolic value.

1. Ibid., p. 267.
2. Ibid., p. 268.
BIBLIOGRAPHY


