

THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

PROFESSIONAL PREPARATION AND CURRENT PRACTICES  
OF ENGLISH TEACHERS IN THE NORTH CENTRAL  
HIGH SCHOOLS OF OKLAHOMA

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PROFESSIONAL PREPARATION AND CURRENT PRACTICES  
OF ENGLISH TEACHERS IN THE NORTH CENTRAL  
HIGH SCHOOLS OF OKLAHOMA

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PROFESSIONAL PREPARATION AND CURRENT PRACTICES  
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HIGH SCHOOLS OF OKLAHOMA

CHAPTER I

INTRODUCTION

For two decades or longer teacher education has been the primary target for critics. Professional organizations have given much attention to the problem of teacher training and preparation. Since democracy must depend upon education for its preservation, the state must maintain an efficient program for the education of teachers. Effective public schools must have teachers with a broad background of general culture and unquestioned professional skills, but educators have been confused over just what constitutes excellent education for teachers. The American Council on Education pointed out in Major Issues in Teacher Education, Studies, Volume II, February, 1938, that teacher education was a major issue of the day. They said:

The present may well be regarded as a critical period in the education of teachers. Basic changes in the social and economic structure of the nation have created a demand for a system of schools, high

and low, that can interpret these changes and their future implications to the generation of youth now in school. The day of a static school system, often unrelated to the needs of the society that supports it, is gone. In making this transition effective, the teacher is the ultimate factor. In the making of the teacher, the institutions for the education of teachers are the controlling force.<sup>1</sup>

When a total program is criticized, the parts receive a share of the blame or praise. The preparation of English teachers has been repeatedly criticized; the following statement reflects the nature of the attack:

Many American citizens today are crying to the heavens about the poor showing of the youth of the country in the matter of writing and speaking and spelling. Some of this is true, and part of that which is true lies at the door of the English teacher. Students are not getting out of many English classes what they should be getting, but the road to improvement does not lie in the direction of added pressure, increased drills, and the going back to fondly imagined "good old days." Part of the answer lies in an increased emphasis on the selection and training of the person who is to be the teacher, and on the relationship that teacher is able to develop in the classroom.<sup>2</sup>

As early as 1911, when the National Council of Teachers of English began a study for the reorganization of the secondary English curriculum, it found extensive deficiencies in the preparation of English teachers. In 1928 the Council made a report on what constitutes the best

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<sup>1</sup>American Council on Education, Major Issues in Teacher Education, Studies, Vol. II (February, 1938), 43.

<sup>2</sup>Dugald S. Arbuckle, "The English Teacher as a Counselor," The Bulletin of the National Association of Secondary-School Principals, XXXIX (September, 1955), 114.

preparation for teachers of English;<sup>1</sup> however, Allen found nine years later in his study of teacher training in the English language that the colleges and universities were not offering courses that met the minimum recommendations of the Council.<sup>2</sup> Since 1954 the Council has been preparing another publication on the preparation of English teachers.

For the past twenty years educators have spoken freely on the preparation needed by English teachers. The consensus of thought during the first part of the period has been presented by Hartley as requirements. They are:

1. The completion of a college major
2. Knowledge of American literature
3. Knowledge of contemporary literature
4. Discriminating judgment
5. Be able to teach others to read
6. Power to interpret literature
7. Alert and responsible mind
8. Be able to speak and write with correctness and effectiveness
9. Thorough understanding of the matter and structure of the English language
10. Grasp of semantic problems--aware of the import of communication
11. Intensively alive to the world around him.<sup>3</sup>

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<sup>1</sup>"Training in English Language for the English Teacher," A First Report of the National Council's Committee on English Language Courses in Colleges and Universities, The English Journal, XVII (December, 1928), 826-35.

<sup>2</sup>Harold B. Allen, "Teacher-Training in the English Language," The English Journal, XXVII (May, 1938), 422-30.

<sup>3</sup>Helene W. Hartley, "The Preparation and Selection of Teachers of English," The Bulletin of the National Association of Secondary-School Principals, XXX (February, 1946), 11-17.

Hartley's warning that the completion of a major in English did not mean that the prospective teacher was qualified to teach agreed with many others in the field; in fact Willard stated that special preparation is needed to develop a good teacher of English. According to Willard, an English teacher should have (1) an extensive cultural background, (2) a thorough training in the history, the structure, and the modern use of the English language, (3) a survey of the whole field of English and American literature, (4) a knowledge of the works of Shakespeare, (5) a critical judgment whereby he can evaluate the literary efforts competently, (6) the ability to read good literature aloud with professional excellence, (7) the knowledge of how to teach at the secondary-school level, and (8) the ability to write a good hand and to type.<sup>1</sup>

Most of the authorities in the field accept these requirements, but many emphasize one facet of the training more than another. Greene pointed out that the prospective English teachers today had advantages over their predecessors in professional training, but still had weakness in their preparation, especially in methods of teaching.<sup>2</sup> Dissatisfaction with the present program of teacher training for

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<sup>1</sup>Charles B. Willard, "Specialist Training for the Teacher of English," Educational Administration and Supervision, XXXIX (February, 1953), 65-76.

<sup>2</sup>Jay E. Greene, "Preparation of English Teachers," The English Journal, XLV (March, 1956), 145-47.

English teachers has been voiced by many, but acceptance of a basic program of training has been slow.

### Need for the Study

The National Council of Teachers of English and many educators have tried to help English teachers see that their preparation must keep pace with the changing plans and programs of English in our schools. Several studies have been made to determine how well teacher-training institutions are meeting the needs of prospective teachers of English, but few studies have been made to determine the level of competence of a state-wide corps of teachers. Such a study is needed to determine the specific strengths and weaknesses that exist in their preparation. Opinions of experienced teachers of English concerning teacher preparation, practices, and problems are needed as supplementary information to complete an evaluation of teacher education for the English teacher. The facts and suggestions gained from such a study will be valuable to present English teachers, prospective English teachers, to certification agencies, teacher-training institutions, and all professional groups interested in improving the level of competence for teachers.

### The Problem

The problem was an analysis of prevailing conditions with regard to the professional preparation and current practices of selected high school teachers of English in

Oklahoma with implications for teacher education and curriculum improvement.

The following were the objectives of the study:

1. To determine the nature and extent of the professional preparation of selected high school teachers of English.
2. To ascertain the teaching load of these selected teachers.
3. To investigate the responsibilities which these selected teachers have in addition to teaching duties.
4. To determine the nature of their current practices with respect to caring for individual differences, tests, planning for instruction, use of instructional materials, and theme requirements.
5. To determine the nature and extent of supervision for these selected teachers.
6. To report the facilities provided these teachers and the adequacy of such facilities.
7. To examine the organization of the high school English classes.
8. To determine which phases of the English program receive the most emphasis in the present curriculum.
9. To identify those problems which are interfering with efficient English instruction.
10. To inspect the opinions of these selected teachers with respect to weaknesses in their training programs



and in the present high school English curriculum.

11. To offer suggestions for improvement in the preparation of English teachers and in the high school English curriculum.

### Delimitation and Scope of the Study

The writer limited the investigation to the English teachers in the high schools of Oklahoma accredited by the North Central Association of Colleges and Secondary Schools for the first semester of the school year 1958-1959. It was assumed that the choice of these schools would provide a representative sample of the schools of Oklahoma.

The study did not consider the content of the high school English curriculum or the professional preparation courses, but was limited in scope to the purposes listed, and was subject to the limitations of the checklist which could not be completely comprehensive and depended upon the voluntary responses of those to whom it was sent.

### Definition of Terms

The following definitions provide a basis of understanding:

Professional Preparation. Professional preparation connotes degrees held or in progress at the time of the study, course work in English at college level as to amount and kind, course work in the teaching of the language arts, and course work in education and in related fields.

Membership in professional organizations and the availability of professional literature has been considered as a continuation of preparation or growth.

Practices. The activities of the teachers with respect to providing for individual differences of students, use of tests, use of instructional materials, planning for instruction, and providing for theme writing constitute the practices considered.

Problem. A particular difficulty which appeared to interfere with the efficiency of the teacher or any activity which the teacher was unable to do is defined as a problem.

High School. High School is the division following the elementary school and comprising grades 9 through 12.

North Central Association of Colleges and Secondary Schools. The Association is a nineteen-state agency composed of representation from colleges and secondary schools. It accredits both secondary schools and colleges within the area that meet certain standards prescribed by the agency and maintained by the schools.<sup>1</sup>

#### Sources of Data

The data of the study were collected from two sources. The primary data were obtained from responses of the teachers to a questionnaire; the secondary data were

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<sup>1</sup>The North Central Association of Colleges and Universities, Know Your North Central Association (January, 1955), 7-22.

secured from previous studies and research in the field.

The names of all teachers who were listed by the schools' academic schedules as teaching one or more classes of high school English in the North Central Association high schools of Oklahoma during the first semester of the school year 1958-1959, were obtained from the files of the Secondary Division of the State Department of Education. These teachers were considered the population of the study.

### Design of the Study

A questionnaire prepared by the writer from her study of a number of checklists in similar or related studies was mailed November 17, 1958, to each of the selected teachers, together with letters from the president of the Oklahoma Council of Teachers of English and the writer inviting the cooperation of the teachers. In January, 1959, a second letter seeking their cooperation and bearing a card for them to check their intention of participating in the study and return was mailed to each of the teachers.<sup>1</sup>

Table 1 shows the number and distribution of high schools in the North Central Association in Oklahoma in which the population of teachers taught during the school year 1958-1959, according to size and type. The public schools are those supported by public funds derived from tax levies; the non-public schools are not supported by taxes;

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<sup>1</sup>Copies of the letters, the card, and the questionnaire appear in the Appendix.

TABLE 1

DISTRIBUTION OF HIGH SCHOOLS IN THE NORTH CENTRAL  
ASSOCIATION IN OKLAHOMA ACCORDING  
TO SIZE AND TYPE

Type of School	Size of High School				Total
	Less than 200	200 to 499	500 to 799	800 or more	
Public:					
Surveyed	58	59	18	23	158
Represented	27	30	17	20	94
Per Cent*	46	50	94	87	59
Non-Public:					
Surveyed	4	1	..	..	5
Represented	2	..	..	..	2
Per Cent*	50	..	..	..	40
All Types:					
Surveyed	62	60	18	23	163
Represented	29	30	17	20	96
Per Cent*	47	50	94	87	58

\*Indicates per cent of high schools represented by teacher responses.

in this study the non-public schools are two laboratory schools, a military school, and two parochial schools.

The division of the schools into the four indicated sizes, based upon enrollment, was an arbitrary decision of the writer to provide a basis for comparison of characteristics of teachers according to sizes of high schools.

The per cent of schools represented by teacher responses ranged from 47 to 94. The response to the study was less, percentage-wise, in the smaller schools than in the larger schools. Since the number of smaller high schools is much greater than the number of larger high schools, the failure of teachers in the smaller schools to respond has reduced the percentage greatly.

The distribution of the population is presented in Table 2 with divisions according to school size and sex.

TABLE 2  
DISTRIBUTION OF SELECTED ENGLISH TEACHERS  
ACCORDING TO SEX AND SIZE OF SCHOOL

Size of High School									
Teachers	Less than 200		200 to 499		500 to 799		800 or more		Total
	M	F	M	F	M	F	M	F*	
Number Surveyed	28	93	32	147	10	83	28	190	611
Number Responding	2	28	8	33	4	24	7	43	149
Per Cent Responding	7	30	25	20	40	29	25	23	24

\*In this and subsequent tables men and women teachers (male and female) are indicated by the symbols M and F.

### A Review of Related Research

Research in the area falls into two distinct categories, studies of the preparation offered prospective teachers of English and studies of the preparation, teaching loads, responsibilities, and methods of English teachers in service. The review of research is divided into pre-service training and in-service training.

#### Pre-service Preparation

A chronological review of research concerned with the preparation of prospective teachers of English appears in this section.

In 1929 Vaughn made a study of the curricula for the development of teachers of English in the state teachers' colleges.<sup>1</sup> He found little standardization in the training program at that time and also discovered that approximately 60 per cent of the curriculum was left to student selection. He recommended that 28 per cent of the curriculum should be reserved for English as the major field of specialization, that the first or second minor should be social science, that two years of foreign language should be required, that semester hours left to student-election be reduced to a maximum of 50 hours, and that colleges take the initiative in building highly specialized curricula for developing English teachers.

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<sup>1</sup>A. W. Vaughn, "State Teachers College Curricula for the Development of Teachers of English" (unpublished Ph. D. dissertation, Peabody Teachers College, 1929).

In order to secure a useful picture of the kinds of training given in the various institutions of higher education in the state of Minnesota, Bullard made a study of the preparation in English of prospective teachers of English.<sup>1</sup> She found wide variations in the course offerings of the colleges as well as in the performance of individual student-teachers whom she tested. The range of hours required for a major was from 27 to 49.5 quarter hours with 30.9 as an average; the number of hours required in English ranged from 24 to 78 quarter hours. Several institutions counted as many as 12 hours of Freshman English on the major; others counted nothing on the major except senior college courses; and a few counted the required course in speech as a part of the English major, as well as the methods course in the teaching of English and the student teaching courses. Bullard recommended that there be some general agreement on the training of prospective English teachers with respect to hours taken, courses to be taken, and to the standard of proficiency required of teachers at the completion of their training..

Scheid also was concerned with the education of prospective teachers of English; his study gives the status of preparation for prospective teachers in Ohio and his

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<sup>1</sup>Catherine Bullard, "Preparation in English of Prospective Teachers of English," School Review (March, 1944), 166-71.

proposals for the development of future training programs.<sup>1</sup> For the evaluation of teacher education he proposed nine criteria covering characteristics which the prospective teachers should possess, such as basic philosophy of education, insight into the process of growth and maturation in adolescence; insight into the function of the secondary school; understanding of the racial, social, religious, and political forces of the community; awareness of community resources and competence to participate in community groups; knowledge of a wide range of literary materials suitable for meeting group and individual needs; knowledge and insight into the fundamental language processes; ability to organize learning activities; and ability to direct one or more areas of student activities. Scheid found none of the programs met any of the criteria fully. In order that institutions might meet the criteria he recommended that they require the following courses: 3 hours in philosophy of education, 6 hours in growth and development of the adolescent, 3 hours in principles of language for English teachers, 6 hours in teaching English studies, 8 hours in professional laboratory experience, 6 hours in American literature, 6 hours in English literature, 6 hours in World literature, and 6 hours in contemporary American literature.

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<sup>1</sup>Paul William Scheid, "The Education in Ohio of Prospective Teachers of English; Its Present Status and Proposals for Future Development" (unpublished Ph. D. dissertation, The Ohio State University, 1951).



Evers made a similar study in twelve states of the middle west, but he gave special reference to the role and content of the special methods courses in those programs, as well as evaluating the effectiveness of the current programs.<sup>1</sup> His study was limited to the teacher education institutions in the states. He discovered these courses in the program of English preparation: survey of English and American literatures, Shakespeare, linguistics, oral composition, listening, observing, and World and Contemporary literature. In the special methods courses he observed that the greater emphasis was upon teaching literature. He looked upon the special methods course as the most important single element in the programs of preparation and recommended an increased allotment of time and emphasis because of its crowded content and scope. Furthermore he recommended that greater attention be given to preparation of teachers for instruction responsibilities in such areas as developmental reading, critical listening and observing, and the role of mass media in communication and that the special methods courses be articulated more effectively with all elements of the preparatory program.

Clay made an investigation of the status of departments of English in teacher preparatory colleges (1951-52)

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<sup>1</sup>Nathaniel Horning Evers, "Current Practices in the Organization and Administration of Programs for the Preparation of Secondary School Teachers of English" (unpublished Ph. D. dissertation, Northwestern University, 1952).

throughout the nation with regard to their objectives, offerings, and requirements and compared them with similar findings.<sup>1</sup> She found wide variations in the statement of objectives, in course offerings and in requirements in these colleges, but 92 per cent of the 120 colleges studied had agreed upon the general objective for teaching English; however, not all of the members of the faculties had participated in the agreement. She found that literature received the chief emphasis in all the offerings of the various colleges and that there was no agreement on what should be required for the prospective English teacher. The requirements for majors in English ranged from 19 to 45 semester hours, but the majority of colleges required from 30 to 36 hours for a major.

The study of undergraduate preparation of potential teachers of secondary school English in selected New England colleges was made by Robinson and published in the spring of 1955.<sup>2</sup> She surveyed the undergraduate preparation offered in forty-eight colleges and universities of New England and evaluated this training on the basis of recommendations of leaders in the field of English. She found that 77 per cent

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<sup>1</sup>Lucille Naff Clay, "English in Teacher Preparatory Colleges" (unpublished Ph. D. dissertation, University of Kentucky, 1953).

<sup>2</sup>Evelyn Rose Robinson, "Study of the Undergraduate Preparation of Potential Teachers of Secondary School English in Selected New England Colleges," The Journal of Educational Research, XLVIII (May, 1955), 641-48.

of the total offerings were in academic English, 17 per cent in supporting subjects, and 6 per cent in professional courses. There was much diversity in subject matter offerings; the majority offered Shakespeare, poetry courses, surveys of English and American literatures, and freshman composition; a large number offered advanced composition, supervised teaching, public speaking, and prose fiction; very few offered contemporary literature, world literature, and oral reading; and still fewer offered courses in the teaching of reading, of writing, and of speech. None of the colleges met all the requirements of the National Council of Teachers of English. The study revealed a need for training in foreign languages, audio-visual aids, and in library science.

A study of the training provided English teachers in Catholic colleges for women in order to determine weaknesses in meeting individual differences in the training program as well as deficiencies in their offerings was made by Gavin.<sup>1</sup> She reported the following items as strengths in the training program: motivating pupils according to growth and experience, teaching reading, appealing to intrinsic values in literature, teaching appreciation of character creation, promoting discussions and cooperative planning, stimulating

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<sup>1</sup>Sister Rosemarie Julie Gavin, "Training Teachers of Secondary School English in Catholic Colleges for Women" (unpublished Ph. D. dissertation, Stanford University, 1955).

critical thinking, reading professional journals. The reported weaknesses were: failure to plan secondary curriculum with cadets, failure to make students conscious of physical aspects of classrooms, of effective organization, of multi-sensory learning aids, and standardized tests, failure to train cadets to be counselors, failure to train cadets to communicate effectively in verbal or written form, and failure to train cadets to write for professional journals.

Boner made an historical study of the education of secondary school teachers of English from 1890 to 1945.<sup>1</sup> The information for the study was secured from courses of study, textbooks, catalogues, records, studies of teacher education, magazine articles, reports, and books. She found that many teachers of English with a major in the subject were not prepared for the work required of them, that teacher education was complicated by requirements planned by the several divisions within the college and agencies and laws without and from the lack of cooperation on the part of all these. She stated that the future of the program depended on answers to the following questions: How much of the total program of a teacher should be devoted to purely professional work? How much of his work in English should be selected from the areas he will teach in high school? How

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<sup>1</sup>Agnes Veronica Boner, "An Historical Study of the Education of Secondary School Teachers of English with Reference to Their Work in the Schools" (unpublished Ph. D. dissertation, University of Minnesota, 1955).

much of his English courses should be selected for purely cultural values? To what extent should the current program in high school determine the teacher preparatory program? Should the college in any way govern the work in the lower schools?

The Hoffman study is similar to some of the other studies since he obtained what the universities and colleges were doing to prepare their teachers of English, but he also tried to determine whether a different emphasis is needed in the preparation of English teachers and the extent of the teachers' qualifications to teach the subject.<sup>1</sup> He selected colleges and high schools accredited by the North Central Association of Colleges and Secondary Schools from the nineteen-state area and gave the views of college presidents or deans of education, chairmen of English departments, superintendents or principals of secondary schools, and the teachers in those schools. He concluded that larger colleges and universities produce fewer English majors than smaller colleges, that the average number of semester hours required to receive a major in small or larger college was about the same (30 to 40 hours), that teachers are adequately prepared in sentence structure, English and American literatures, and methods of teaching English, that the prospective teachers

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<sup>1</sup>Harry H. Hoffman, "An Investigation of the Preparation of High School Teachers of the North Central Association of Colleges and Secondary Schools" (unpublished Ed. D. dissertation, University of Wyoming, 1955).

needed more emphasis on spelling, diction, punctuation, more emphasis on the teaching of spelling and reading, that high school seniors were poorly prepared in composition, spelling, reading, and world literature, and that there is a lack of emphasis on English fundamentals.

### Preparation of Teachers in Service

One of the first studies made of preparation of English teachers was done by a committee of seven appointed by the English Section of the State Teachers' Association of Texas in 1915.<sup>1</sup> A questionnaire was sent to 195 teachers from 153 of the state's best schools. It was found that 126 teachers had received degrees, their average years of experience were seven, 96 taught other subjects, one-fourth of the number were men, the average teacher load was about 120 students, 126 teachers required weekly themes, and the average monthly salary was less than one hundred dollars. Specific recommendations followed the findings.

In 1923 Sterrett made a similar study which pertained to the number teaching classes in English full-time and part-time, the salary of the teachers, and their preparation.<sup>2</sup> She discovered that 130 of the 214 persons studied had

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<sup>1</sup>Killis Campbell, "The Significance of the Report of the Committee of Seven," The English Bulletin, VIII (September, 1920), 24-31.

<sup>2</sup>Carrie Belle Sterrett, "The Teaching of High School English in Texas," The English Bulletin, XII (April 15, 1925), 5-29.

degrees, that 149 had permanent certificates and 52 first-grade certificates, that the group had slightly less than three years of college training, that their average teaching experience was 6.8 years, that the average years in present position was 2.7 years, that about half of the group taught English only, that the average enrollment in the English classes was 22.

Grommon, with the aid of the California Council of Teachers of English, made a study of the training of teachers in the secondary schools of California. He, too, found that even though most of the teachers had degrees, there was no consistent pattern in the course training and that most of the teachers had teaching loads which were hindrances to their teaching.<sup>1</sup>

Davidson and Hough studied the load of English teachers in Kansas.<sup>2</sup> Although not giving any attention to the preparation of the 108 teachers studied, they provided information concerning their experiences, their salaries, extra curricula duties, subject combination with English, the class preparations needed and their opinions on the number of pupils per class. They found the teacher met an

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<sup>1</sup>Alfred H. Grommon, "The Training of Teachers of English for the Secondary Schools of California," Educational Forum, XII (November, 1947), 87-102.

<sup>2</sup>Gene E. Davidson and Oscar M. Hough, "Load of English Teachers in Kansas," The Kansas Teacher, LXII (May, 1954), 18, 36-40.

average of 91 pupils daily, that most teachers teach English with combinations of other fields, that the number of preparations ranged from 3 to 4, that the teachers spent  $35\frac{1}{4}$  hours per week in teaching, preparing for classes, and correcting papers, and 14 hours per week in extra-curricular duties with no compensation, that the average teacher had 12 years of experience, that the teachers believed 21 the best size for a class requiring one theme per week and 17 the best size for speaking experiences.

Another of the studies on the preparation of English teachers was made by Willard and Mees.<sup>1</sup> They surveyed 132 secondary schools in Illinois and gave the recommendations for an adequate training program based on the replies of 421 teachers from these schools. They found that all the teachers had degrees, that the larger schools had more of the teachers with master's degrees and had a greater percentage of the more experienced teachers, that the majority of teachers had 10 or more years of experience, that the majority of the teachers taught English only, that the average number of semester hours in English was 43. They recommended that all teachers of English major in English, that the English program include thorough training in the structure and correct use of language, that the program in addition to customary survey

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<sup>1</sup>Charles Willard and John D. Mees, "A Study of the Preparation of Present Teachers of English in Illinois and Their Recommendations for an Improved Training Program," Illinois English Bulletin, XLI (May, 1954), 1-43.



courses in English and American literatures include such courses as world literature, types of literature, Shakespeare, and period courses, that the program include a course in speech fundamentals and one in oral interpretation, a course in psychology, and a course in methods of teaching English, and that practice teaching be done in the fields of English.

In 1955 Day<sup>1</sup> described the program of English instruction in the Iowa high schools; he dealt with the content and organization of the English curriculum, the methods of instruction used in the English classes, the means used to evaluate student progress in English, the instructional materials used in instruction, and the preparation of the English teachers in fifty-three high schools which he visited. He found that the content and organization of the English curriculum was determined by the basic textbook used, that more stress was placed on literature than language or speech, that the median number of writing assignments each year was 9.9, that grammar and usage were taught as separate material with little attempt to integrate them with actual speaking and writing, that little emphasis was placed on the teaching of reading, that the teachers preferred the objective test given at the end of a unit or a six weeks, that most of

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<sup>1</sup>James Evard Day, "The Teaching of English in Iowa High Schools" (unpublished Ph. D. dissertation, State University of Iowa, 1955).

the materials for teaching were limited, that the basic academic preparation of Iowa teachers was strong, but only one-fourth belonged to professional English organizations, and that the teachers in the study were not well aware of available professional materials.

In 1955 Strom,<sup>1</sup> in cooperation with the Indiana Council of Teachers of English and the Department of English of Indiana University, initiated the study of teaching load of English teachers in Indiana. She investigated the preparation of 446 teachers and recorded the adequacy of facilities available to them. She found the teachers well trained; they had 30 or more semester hours in English and 20 or more in education, 6 or more in speech, 2 or more in journalism; the majority had 13 or more years of experience; the average teacher had 5 classes daily, met 96 pupils daily, the average enrollment per class being 27 pupils, had 3 or 4 daily preparations, and spent an average of one period per day in co-curricular duties. The average teacher had one free period daily, needed 5.6 hours for reading tests and papers, and believed 18 the ideal class size for speaking experiences.

Another study carried on in cooperation with the California Association of English Councils was made by

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<sup>1</sup>Ingrid M. Strom, "Teaching Load of Teachers of English in Indiana," Bulletin of the School of Education, Indiana University, XXXII (May, 1956), 50-52.

Dusel.<sup>1</sup> He examined the professional responsibilities of 431 English teachers and existing conditions of instruction in 200 California secondary schools. He also had each of these teachers to read, mark, and grade a sample composition for which he compiled time norms for various kinds of marking. He found the median pupil load to be 144 pupils and that if effective supervision was given to the development of the pupils' writing, it would take 24 hours of after-school time for each teacher, that because of excessive work the teachers spent less than half the time on marking compositions that a thorough job demanded, and that incomplete curricular planning, lack of faculty cooperation in maintaining language standards, frequent interruptions of classroom teaching, and meager provisions for the comfort and relaxation of teachers on the job were hindrances to the teaching of English.

The Committee on Professional Standards of the Oklahoma Council of Teachers of English made a survey of 68 teachers of English (23 from Tulsa, 9 from Tahlequah, 3 from Vinita, 1 from McAlester, and 32 from the Southeastern district) to determine what they believed about college courses for the language arts teacher and what they felt should be

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<sup>1</sup>William John Dusel, "Professional Responsibilities of English Teachers and Conditions of Instruction in California Secondary Schools" (unpublished Ph. D. dissertation, Stanford University, 1955).

required for certification to teach English.<sup>1</sup> They reported the duties besides teaching of English, the deficiencies in preparation as expressed by the group, and their opinions as to what constitutes a balanced program of preparation, and the preparation of the group. They found that 13 per cent of the teachers taught another subject besides English, that the majority had various co-curricular duties, that most of these teachers had studied grammar and composition, American and English literatures, and speech, that less than half of them had dramatics, journalism, library science, literary critical theory, and that the majority of teachers believed that the English teacher should study Latin and some other foreign language.

Leichty made a study of preparation and pupil load of teachers of English in Michigan secondary schools and the conditions under which they worked. His study pertains only to schools accredited with the University of Michigan, and his data were gathered from records in the offices of the Bureau of School Services at the University of Michigan. He found nearly one-third of these teachers had less training than the minimum state requirement for an English major, and one-eighth had less training than the minimum for a minor, but the average preparation was 25 per cent above the

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<sup>1</sup>Committee on Professional Standards, Oklahoma Council of Teachers of English, "Preparation to Teach English in High School," The Oklahoma Teacher, XXXIX (December, 1957), 25, 35.

requirements for a major. The median load of pupils in English classes was 95; the average number of pupils per English class was 28. Most of the teachers were burdened with extra activities besides 5 classes daily. He recommended that universities provide more facilities for advanced study for teachers in remote areas, that more encouragement be given to teachers to increase their training, and that teaching loads of teachers be drastically reduced.<sup>1</sup>

#### Plan of Present Study

It is the desire of the writer to present a composite picture of the preparation of Oklahoma teachers of English in North Central high schools with respect to various characteristics, such as official status, teaching experience, experience in teaching English, years in present position, and to examine their preparation in terms of degrees earned or in progress, of majors and minors, of course work in English at the college level as to amount and kind, of courses and credit in the teaching of English, of semester hours in education, of membership in professional organizations, and of access to professional literature.

The second phase of the study will involve an examination of certain professional activities, such as extra-

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V. E. Leichty, "A Study of the Preparatory Training of Teachers of English in Michigan Secondary Schools, and the Conditions under Which They Work," Newsletter of the Michigan Council of Teachers of English, VI, 4 (1959).

curricular duties, teaching load, classes per day, subject matter taught; of specific practices with respect to use of tests, planning instruction, use of instructional materials, methods of caring for individual differences, and provisions for theme writing; and of teacher supervision in terms of relationships and activities.

The third phase of the study will be an examination of the problems recorded by the teachers and of the opinions of the teachers concerning their problems, their preparation, the adequacy of their class facilities, class size for speech activities, maximum daily preparations, evaluation of teaching with respect to meeting teaching objectives, and weaknesses in the training program and in the high school English program.

After a summary of the data and a statement of implications from the data specific recommendations will be presented.

## CHAPTER II

### THE PREPARATION OF THE ENGLISH TEACHERS

It is the purpose of this chapter to present a picture of the preparation of English teachers in the North Central high schools in Oklahoma as indicated by their responses to the instrument used in the study (see Appendix). The general characteristics which relate to official status, years of teaching experience, experience in teaching English, number of years in present position, and recency of attendance in college are presented. Professional preparation will be disclosed in the following order: (1) degrees earned and in progress, (2) majors and minors, (3) academic credit in English, in education courses, in courses in the teaching of English, and related subjects, (4) membership in professional organizations, and (5) the availability of professional materials.

#### General Characteristics of the English Teachers

##### Official Status

The teachers were asked to indicate their official status, that is, if they were a superintendent, principal,

department head, or teacher. Table 3 shows this distribution.

TABLE 3  
DISTRIBUTION OF ENGLISH TEACHERS  
ACCORDING TO OFFICIAL STATUS

Official Status	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Principal	..	1	..	..	..	..	..	..	1
Department Head	..	3	1	3	..	6	..	4	17
Coordinator	..	..	..	..	..	..	..	2	2
Teacher-Librarian	..	8	1	2	..	..	..	..	11
Teacher-Counselor	2	1	..	5	3	3	..	8	22
Teacher	..	15	6	23	1	15	7	29	96
Total	2	28	8	33	4	24	7	43	149

There was only one principal in the group surveyed. Although 11 per cent of the respondents designated themselves as department heads, in most cases they carried a full teaching load. Two persons reported that they were coordinators; almost 8 per cent described themselves as teacher-librarians; and approximately 15 per cent, as teachers with counseling



duties. Sixty-four per cent declared themselves classroom teachers; 85 per cent of these were women and 15 per cent men.

### Teaching Experience

Table 4 presents the distribution of teachers according to total years of teaching experience. The women not only outnumber the men but also have more years of teaching experience. With one exception in schools of less than 200 the mean years of experience for men increased slightly as the sizes of the schools increased; they ranged from 7 years to 8 years to 10 years. For the women there was a steady increase in years of experience in the first three sizes of schools followed by a decrease in mean years of experience in the largest schools, a decrease still above the means for the smaller schools.

The mean for teachers in schools of less than 200 was 19 years of experience. Fourteen per cent of this group had less than 5 years of experience, and 28 per cent had less than 10 years. Sixty-one per cent of these teachers had more than 15 years of experience; 23 per cent more than 30 years.

In schools with enrollments from 200 to 499 the men had a mean of 7 years of experience. Seventy-five per cent of these men had less than 10 years of experience, but none had more than 15 years. The women in the group had a mean of 21 years of experience. Fourteen per cent of the women had less than 5 years; while 23 per cent had less than 10 years.

TABLE 4

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO YEARS OF EXPERIENCE

Total Years of Experience	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
1	..	..	2	..	1	2	..	3	8
2 - 4	1	3	2	2	1	1	1	5	16
5 - 9	..	3	2	3	..	3	2	3	16
10 - 14	..	2	1	1	1	2	3	5	15
15 - 19	..	3	..	2	1	5	1	4	16
20 - 24	..	2	..	6	..	3	..	2	13
25 - 29	..	2	1	2	..	1	..	6	12
30 - 34	..	3	..	2	..	3	..	4	12
35 - 39	..	3	..	1	..	1	..	3	8
40 - 44	..	..	..	2	..	2	..	1	5
45 - 49	..	..	..	..	..	..	..	1	1
No response	1	7	..	12	..	1	..	6	27
Total	2	28	8	33	4	24	7	43	149
Mean	2	19	7	21	8	25	10	21	18

Sixty-six per cent of all in this group had more than 15 years of experience, while 23 per cent had more than 30 years.

In schools with enrollments from 500 to 799 the men had a mean of 8 years of experience. Half of the men had less than 5 years, and half had more than 10 years, but less than 20 years of experience. The women in this group had the highest mean of all the groups, 25 years of experience. Thirteen per cent of these women had less than 5 years; 21 per cent, less than 10 years; 65 per cent, over 15 years; and 21 per cent, over 30 years; but 43 per cent had over 20 years of service.

The men in schools of more than 800 had a mean of 10 years of experience. Forty-two per cent had less than 10 years, but none of the men in the group had over 15 years of experience. The women in this group had a mean of 21 years of experience. Twenty-one per cent of these women had less than 5 years; about 30 per cent, less than 10 years; 57 per cent, over 15 years; and 21 per cent, over 30 years of experience.

The high means for the women throughout the population divisions brought the over-all mean to 18 years of experience.

#### Experience in Teaching English

Table 5 indicates the distribution of the teachers according to the number of years of experience in teaching

TABLE 5

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO EXPERIENCE IN TEACHING ENGLISH

Years of Experience in Teaching English	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
1 - 3	1	7	5	4	2	7	3	9	38
4 - 6	..	2	..	6	..	1	2	5	16
7 - 9	1	2	..	3	1	4	..	4	15
10 - 12	..	2	2	3	..	4	1	3	15
13 - 15	..	3	1	1	..	4	1	3	13
16 - 18	..	1	..	..	1	..	..	2	4
19 - 21	..	3	..	4	..	2	..	3	12
22 - 24	..	2	..	..	..	..	..	3	5
25 - 27	..	1	..	1	..	..	..	3	5
28 - 30	..	..	..	1	..	1	..	2	4
31 - 33	..	..	..	2	..	1	..	2	5
40 - 42	..	..	..	1	..	..	..	..	1
43 - 45	..	..	..	..	..	..	..	1	1
No response	..	5	..	7	..	..	..	3	15
Total	2	28	8	33	4	24	7	43	149
Mean	6	12	4	13	7	10	6	14	11

English. Although the teachers had a mean of 18 years of experience as shown in Table 4, they had a mean of 11 years of experience in teaching English. More than half of these teachers had taught English less than 10 or 12 years; 26 per cent had taught English more than 15 years; 28 per cent, from 1 to 3 years. The women had a mean of 13 years of experience in teaching English as compared to a mean of 6 years for the men. The men in each of the four sizes of schools fell below the women in experience from 3 to 7 years. The women in schools of 500 to 799 fell under 11 years of experience in teaching English, the mean for the sample. Those in schools of more than 800 had more experience in teaching English than the teachers in the other three population groups.

#### Tenure in Present Position

Table 6 provides another interesting comparison. One-third of the teachers had been in their present positions less than 4 years; while 60 per cent had been in their present positions less than 10 years. Fourteen per cent had more than 15 years in their present locations, and 5 per cent had 25 or more years.

The means showed that the women teachers tended to remain in one position longer than the men and that the larger schools kept their English teachers longer than the smaller schools. The mean of 8 years for the sample indicates that the present staff of English teachers in Oklahoma is a reasonably stable one.

TABLE 6

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO YEARS IN PRESENT POSITION

Number of Years in Present Position	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
1 - 3	1	9	5	11	2	9	4	15	55
4 - 6	..	5	2	4	1	2	2	5	22
7 - 9	..	..	..	6	..	5	..	2	13
10 - 12	..	2	1	1	1	2	..	4	11
13 - 15	1	2	..	1	..	2	1	4	11
16 - 18	..	3	..	1	..	..	..	3	7
19 - 21	..	..	..	1	..	1	..	1	3
22 - 24	..	..	..	..	..	..	..	3	3
25 - 27	..	..	..	..	..	1	..	..	1
31 - 33	..	..	..	1	..	1	..	2	4
34 - 36	..	1	..	..	..	..	..	..	1
37 - 39	..	..	..	..	..	..	..	1	1
40 - 42	..	..	..	1	..	..	..	..	1
No response	..	6	..	7	..	..	..	3	16
Total	2	28	8	33	4	24	7	43	149
Mean	8	7	3	9	5	9	4	10	8

### Preferred Teaching Fields

Table 7 gives the distribution of the teachers according to preference of teaching fields. Eighty-nine of those responding, 67 per cent, gave English as their preference of teaching field. Fourteen others gave English and some other subject as their preference, thus increasing the per cent of those preferring English to 72. The remaining 18 per cent preferred not to teach English and listed other subjects as shown in Table 7.

### Recency of College Attendance

To provide some idea as to the teachers' last academic studies, they were asked to indicate the calendar year of their last attendance in a college or university. Table 8 shows that 69 per cent of the respondents had attended college in the last three years prior to 1958, and 83 per cent had been in college within the last six years. In comparing the men with the women in respect to last attendance in college, the men had been in school more recently than the women by 2 to 3 years. As far as the size of schools is concerned, there is no great difference indicated in attendance except that the women in the schools of less than 200 seemed to have waited longer by one year to return to school. The mean years since last attendance for the sample is 4. Since 85 per cent of the men and 78 per cent of the women had attended college within the last 5 years, there is apparently an awareness of

TABLE 7

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO PREFERRED TEACHING FIELDS

Preferred Teaching Field	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English	..	13	4	20	2	15	6	29	89
English & Social Science or History	..	2	..	..	..	1	..	..	3
English and Art	..	1	..	..	..	..	..	..	1
English & Physi- cal Education	1	..	..	..	..	..	..	..	1
English and Math.	..	1	..	..	..	..	..	..	1
English & Library	..	1	..	..	..	..	..	..	1
English & Speech	..	..	..	1	..	1	..	1	3
English & Latin	..	..	..	..	..	1	..	..	1
English & French	..	..	..	1	..	..	..	1	2
English & Spanish	..	1	..	..	..	..	..	..	1
Library	..	2	..	..	..	..	..	..	2
Speech	..	..	..	..	2	..	..	..	2
Drama	..	1	..	..	..	..	..	..	1
Social Science or History	1	..	2	..	..	..	..	..	3
Spanish	..	..	..	1	..	2	..	2	5
French	..	..	..	1	..	..	..	1	2
Journalism	..	..	1	..	..	2	..	..	3
Music	..	..	1	..	..	..	..	..	1
Business (Commerce)	..	..	..	1	..	..	1	..	2
Latin	..	..	..	..	..	1	..	2	3
World Literature	..	..	..	..	..	..	..	1	1
Distributive Education	..	..	..	..	..	..	..	1	1
Reading	..	..	..	..	..	..	..	1	1
Elementary Grades	..	1	..	1	..	..	..	..	2
No response	..	5	..	7	..	1	..	4	17
Total	2	28	8	33	4	24	7	43	149



TABLE 8

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO REGENCY OF ATTENDANCE IN COLLEGE

Years Since Last Attendance	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Attending Now	..	2	..	1	1	..	1	2	7
1 - 3	2	14	8	15	2	15	2	27	85
4 - 6	..	2	..	6	..	4	4	1	17
7 - 9	..	..	..	2	1	1	..	4	8
10 - 12	..	..	..	..	..	1	..	1	2
13 - 15	..	2	..	..	..	..	..	3	5
16 - 18	..	..	..	..	..	1	..	..	1
19 - 21	..	2	..	1	..	1	..	2	6
22 - 24	..	..	..	1	..	..	..	..	1
28 - 30	..	1	..	..	..	..	..	..	1
No response	..	5	..	7	..	1	..	3	16
Total	2	28	8	33	4	24	7	43	149
Mean	2	5	2	4	3	4	3	4	4

the need for further study among the English teachers composing the sample.

### Professional Preparation of English Teachers

#### Types of Degrees

One measure of the preparation of a group is the degree or degrees that the members have earned. Concern for the preparation of teachers in all fields has called for the bachelor's degree as a minimum requirement.

Table 9 reveals that all the teachers in the sample had bachelor's degrees except one who failed to answer this question. Fifty-two per cent had master's degrees; 28 per cent of those with bachelor's degrees were working toward master's degrees. Twenty-three per cent of the men and 34 per cent of the women had only a bachelor's degree. Eleven per cent of the women were working toward a master's as compared to 19 per cent of the men, but 54 per cent of the women had earned master's degrees as compared to 52 per cent of the men. Three persons, one man and two women, were working toward doctor's degrees; one man had a certificate of advanced study.

Teachers in the various sizes of schools portrayed some differences. Less than half of the women in schools of less than 200 had a master's degree or were working toward it; while 59 per cent of the women in schools of 200 to 499 had a master's or were working toward it; 79 per cent of the

TABLE 9

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
MOST ADVANCED DEGREE HELD OR IN PROGRESS

Most Advanced Degree	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Bachelor's	1	15	3	13	1	5	..	10	48
Master's in Progress	1	4	2	6	..	2	1	3	19
Master's	..	9	3	13	2	17	6	30	80
Doctor's in Progress									
Ph.D.*	..	..	..	1	..	..	1	..	2
Ed.D.	..	..	..	..	..	1	..	..	1
Certificate of Advanced Study	..	..	..	..	1	..	..	..	1
No response	..	..	..	1	..	..	..	..	1
Total	2	28	8	33	4	24	7	43	149

\*These are counted with the master's degrees.

women in schools of 500 to 799 and 76 per cent in schools of 800 or more had master's degrees or were working toward them. In the smallest schools to the largest schools the percentages for men having earned master's degrees were 50, 62, 75, and 100.

TABLE 10

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO REGENCY OF BACHELOR'S DEGREES

Time Degree Was Earned (Years Ago)	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
1 - 5	1	5	6	3	1	4	..	7	27
6 - 10	..	3	..	2	1	1	5	3	15
11 - 15	..	3	1	1	..	1	1	2	9
16 - 20	..	3	..	4	..	2	1	1	11
21 - 25	1	4	..	6	2	3	..	9	25
26 - 30	..	5	..	4	..	5	..	6	20
31 - 35	..	..	1	3	..	5	..	7	16
36 - 40	..	..	..	1	..	1	..	5	7
41 - 45	..	..	..	1	..	..	..	..	1
No response	..	5	..	8	..	2	..	3	18
Total	2	28	8	33	4	24	7	43	149
Mean	11	15	6	21	16	21	10	21	18

Recency of Bachelor's Degrees

According to Table 10, which set forth the distribution of the teachers according to the time that the bachelor's degree was earned, 18 per cent earned that degree from 1 to

5 years ago; 10 per cent, from 6 to 10 years ago; 6 per cent, from 11 to 15 years ago; 16 per cent, from 21 to 25 years ago; 13 per cent, from 26 to 30 years ago; 11 per cent, from 31 to 35 years ago; 4 per cent, from 36 to 40 years ago; and one person earned his degree over 40 years ago.

Forty-six per cent of the teachers earned their bachelor's degree at least 20 years ago, while 28 per cent earned them as recently as from 1 to 10 years ago.

In comparing the sexes, the men on an average earned their bachelor's degrees at least 9 years ago, while the women on an average earned theirs 20 years ago.

Those in the larger schools tended to have earned bachelor's degrees a few more years ago than those in the smaller schools.

#### Sources of Bachelor's Degrees

A study of Table 11 reveals that the principal source of the bachelor's degrees for the sample was the state-supported institutions. The state-supported colleges trained almost 33 per cent of the respondents and the two state-supported universities trained 25 per cent. All together 58 per cent of the sample earned their bachelor's degrees in state-supported institutions, but approximately 16 per cent were trained in private colleges in the state, and 24 per cent in out-of-state institutions of various kinds.

TABLE 11

INSTITUTIONS GRANTING BACHELOR'S DEGREES  
TO SELECTED ENGLISH TEACHERS

College or University	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>State Institutions</u>									
University of Oklahoma	..	1	..	5	1	3	..	8	18
Oklahoma State University	..	1	3	5	..	3	1	3	16
Central State	..	..	..	1	..	3	..	2	6
East Central State	..	2	1	3	1	2	1	1	11
Northeastern State	2	2	1	3	..	..	..	..	11
Northwestern State	..	1	..	..	..	..	..	1	2
Southeastern State	..	2	1	1	..	1	..	..	5
Southwestern State	..	2	1	1	..	1	..	1	6
Oklahoma College for Women	..	1	..	..	..	..	..	..	1
Langston	..	1	..	..	..	1	..	..	2
Oklahoma City University	..	2	..	..	1	..	3	..	6
Oklahoma Baptist	..	1	..	1	..	..	..	3	5
Phillips University	..	2	..	..	..	..	1	1	4
Benedictine Heights	..	1	..	..	..	..	..	..	1
University of Tulsa	..	..	..	..	..	2	..	3	5
<u>Out-of-State Institutions</u>									
State Universities	..	1	..	4	..	4	..	7	16
Teachers Colleges	..	2	1	..	..	3	1	2	10
Private Universities	..	1	..	1	..	..	..	3	5
Other Colleges	..	..	..	..	..	..	..	2	2
No response	..	5	..	8	..	1	..	3	17
Total	2	28	8	33	4	24	7	43	149

Considering the sizes of the schools, it was found that 8 per cent of those in schools of less than 200 were trained in the two universities of Oklahoma, while 52 per cent were trained in other state institutions. Thirty-nine per cent of the teachers in schools of 200 to 499 were trained in the universities, and the same per cent in the other state colleges. In schools of 500 to 799 twenty-six per cent were trained in the universities, and one-third in the state colleges. It is interesting to note that 25 per cent from each of the schools with less than 200 to 800 or more were trained in private schools of the state, but only 3 per cent of those from schools of 200 to 499 and 11 per cent of those from schools of 500 to 799. For those trained in out-of-state institutions the range was 16 per cent from schools of less than 200, 18 per cent from schools of 200 to 499, 29 per cent from schools of 500 to 799, and 32 per cent from schools of 800 or more. Out-of-state institutions had provided training for a large number of teachers in the two larger sizes of schools, 29 per cent and 32 per cent, respectively, as compared to 24 per cent for the entire sample.

#### Sources of Master's Degrees

Table 10 has shown that 80 (52 per cent) of the sample had completed a master's degree and 19 (13 per cent) were working toward that degree. Table 12 displays the

TABLE 12

INSTITUTIONS GRANTING MASTER'S DEGREES COMPLETED  
AND IN PROGRESS TO SELECTED ENGLISH TEACHERS

Institutions	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Master's Completed</u>									
Oklahoma Institutions:									
University of Oklahoma	..	5	..	6	1	11	3	8	34
Oklahoma State University	..	1	1	3	..	2	1	6	14
Northeastern	..	1	..	..	..	..	..	1	2
Southeastern	..	..	..	2	..	..	..	..	2
Tulsa University	..	..	..	1	..	1	..	4	6
Oklahoma City University	..	..	..	..	..	..	1	..	1
Out-of-State Institutions:									
Teachers' Colleges	..	..	..	..	..	..	..	1	1
State Universities	..	1	1	1	1	3	..	4	11
Private Colleges	..	1	1	..	..	..	1	4	7
State Colleges	..	..	..	..	..	..	..	2	2
Total	..	9	3	13	2	17	6	30	80

Master's in Progress

Oklahoma Institutions:									
University of Oklahoma	..	..	..	1	..	..	1	..	2
Oklahoma State University	..	..	1	2	..	1	..	..	4
Northeastern	1	..	..	..	..	..	..	..	1
Southwestern	..	1	..	..	..	..	..	..	1
East Central	..	1	..	..	..	..	..	..	1



TABLE 12 (Continued)

Institutions	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Northwestern	..	1	..	..	..	..	..	..	1
Central State	..	..	..	..	..	..	..	1	1
Tulsa University	..	..	..	..	..	..	..	1	1
Out-of-State Institutions:									
State									
Universities	..	..	1	2	..	1	..	..	4
State Colleges	..	1	..	..	..	..	..	..	1
Private									
University	..	..	..	..	..	..	..	1	1
Not reported	..	..	..	1	..	..	..	..	1
Total	1	4	2	6	..	2	1	3	19

sources of the master's degrees in the two stages. In both divisions Oklahoma institutions were the principal sources (75 per cent and 63 per cent, respectively). With respect to Oklahoma institutions, the University of Oklahoma was the source of 42 per cent of the master's degrees; Oklahoma State University, the source of 18 per cent; other state institutions, the sources of 13 per cent; and out-of-state institutions, the sources of 26 per cent of the master's degrees. The number having degrees in progress indicated that state institutions were the sources of 63 per cent as compared to 37 per cent for out-of-state institutions.

### Majors and Minors

This section furnishes the undergraduate majors and minors of the English teachers and the graduate majors of those with an undergraduate major or minor in English.

Table 13 discloses the undergraduate majors of the respondents. Eighty-one had a single major in English, and 15 had a double major in English and some other subject, making a total of 96 persons or 71 per cent who had an English major. Fourteen (10 per cent) had majors in education. Seventy-six per cent of the men majored in English as compared to 71 per cent of the women.

According to the sizes of the schools, 72 per cent teaching in schools of less than 200 majored in English; 69 per cent, in schools of 200 to 499; 70 per cent, in schools of 500 to 799; and 74 per cent, in schools of 800 or more. The size of the schools seemed to be insignificant as far as the choice of a major is concerned. One must recognize the fact that bias is naturally introduced by the failure of 76 per cent of the population to respond.

The number of teachers with a major in English, the number with a minor in English, and the number with neither a major or a minor are given in Table 14. One hundred twenty-five teachers or 93 per cent of the respondents had either a major or a minor in English.

TABLE 13

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO UNDERGRADUATE MAJORS

Undergraduate Major	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Single Majors:									
English	2	10	5	17	2	15	5	25	81
Speech	..	1	..	1	1	1	..	..	4
Spanish	..	1	..	..	..	2	..	1	4
Education	..	2	..	4	..	2	..	6	14
History or Social Studies	..	1	2	..	..	..	..	1	4
Art	..	1	..	..	..	..	..	..	1
Physical Education	..	1	..	..	..	..	..	..	1
French	..	..	..	2	..	..	..	1	3
Home Life	..	..	..	1	..	..	..	..	1
Psychology	..	..	..	1	..	..	..	..	1
Science	..	..	..	..	1	..	..	..	1
Journalism	..	..	..	..	..	1	..	..	1
Latin	..	..	..	..	..	..	..	1	1
Drama	..	..	..	..	..	..	..	1	1
Business Education	..	..	..	..	..	..	1	..	1
Double Majors:									
English & Math.	..	1	..	1	..	..	..	..	2
English & Latin	..	..	..	1	..	..	..	1	2
English & Speech	..	2	..	..	..	..	..	..	2
English & History or Social Studies	..	2	..	..	..	2	..	2	6
English & Spanish	..	1	..	..	..	..	..	..	1
English & Education	..	..	..	..	..	..	..	1	1
English & Commerce	..	..	..	..	..	..	1	..	1
English Majors and Double Majors									
	2	16	5	19	2	17	6	29	96
No response	..	5	..	6	..	1	..	3	15
Total	2	28	8	33	4	24	7	43	149

TABLE 14

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
UNDERGRADUATE MAJOR OR MINOR IN ENGLISH

Undergraduate Major or Minor	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Major in English	2	16	5	19	2	17	6	29	96
Minor in English	..	5	2	5	1	6	1	9	29
Neither Major or Minor in English	..	2	1	1	1	..	..	3	8
No response	..	5	..	8	..	1	..	2	16
Total	2	28	8	33	4	24	7	43	149

Table 15 shows the undergraduate minors of those with an undergraduate major in English. Thirty-six per cent of these earned a minor in history or social science; 15 per cent minored in speech, 15 per cent in education, and 11 per cent in Spanish.

The teachers with English as a minor offered their choices for majors in Table 16. Forty-one per cent of these selected education for a major; 17 per cent, some language; and 13 per cent, speech or drama.

TABLE 15

DISTRIBUTION OF ENGLISH TEACHERS WITH UNDERGRADUATE  
MAJORS IN ENGLISH ACCORDING TO UNDERGRADUATE MINORS

Undergraduate Minor	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Speech	..	3	2	2	1	2	1	3	14
Journalism	..	..	1	..	..	..	..	..	1
French	..	..	..	1	..	2	..	..	3
Spanish	..	..	..	3	..	3	..	5	11
Latin	..	..	..	..	..	2	..	..	2
History or Social Science	1	7	1	7	1	6	2	10	35
Library Science	..	2	..	..	..	..	..	..	2
Education	..	3	..	2	..	..	2	7	14
Physical Education	1	..	..	..	..	..	..	..	1
Science	..	1	..	1	..	..	..	1	3
Mathematics	..	..	1	..	..	..	1	..	2
Home Economics	..	..	..	2	..	1	..	..	3
Philosophy	..	..	..	1	..	..	..	..	1
Religion	..	..	..	..	..	..	..	1	1
English Language	..	..	..	..	..	..	..	1	1
No Minor Reported	..	..	..	..	..	1	..	1	2
Total Reporting	2	16	5	19	2	17	6	29	96
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 16

DISTRIBUTION OF ENGLISH TEACHERS WITH UNDERGRADUATE  
MINORS IN ENGLISH ACCORDING TO UNDERGRADUATE MAJORS

Undergraduate Major	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Speech	..	1	..	..	1	1	..	..	3
Spanish	..	1	..	..	..	2	..	..	3
French	..	..	..	2	..	..	..	..	2
Drama	..	..	..	..	..	..	..	1	1
Education	..	1	1	1	..	2	..	7	12
Art	..	1	..	..	..	..	..	..	1
Physical Education	..	1	..	..	..	..	..	..	1
Psychology	..	..	..	1	..	..	..	..	1
Home Life	..	..	..	1	..	..	..	..	1
Business Education	..	..	..	..	..	..	1	..	1
Journalism	..	..	..	..	..	..	..	1	1
History	..	..	1	..	..	..	..	1	2
Total Reporting	..	5	2	5	1	6	1	9	29
Total Sample	2	28	8	33	4	24	7	43	149

Table 17 reports the distribution of the teachers with undergraduate majors in English according to graduate majors. Sixty-one of the 96 teachers (64 per cent) had completed their master's work. Sixty-six per cent of these chose English for a graduate major; 26 per cent, education; 8 per cent, Latin or speech for graduate majors.

TABLE 17  
DISTRIBUTION OF ENGLISH TEACHERS WITH UNDERGRADUATE  
MAJOR IN ENGLISH ACCORDING TO GRADUATE MAJOR

Graduate Major	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English	..	1	1	8	..	8	3	19	40
Education	..	4	..	1	..	5	2	4	16
Latin	..	..	..	1	..	1	..	..	2
Speech	..	..	1	1	1	..	..	..	3
Total Reporting	..	5	2	11	1	14	5	23	61
Total Sample	2	28	8	33	4	24	7	43	149

If one compares the women in the various school sizes, one finds a gradual increase in the percentage of those who did graduate work as the size of the school

increased, from 9 per cent to 21 per cent to 26 per cent to 43 per cent. More of the women in the larger schools did graduate work and more of them chose English as their graduate major. Twenty per cent of the women from schools of less than 200 chose English as their graduate major; 80 per cent, education. Seventy-three per cent of the women from schools of 200 to 499 selected English for a graduate major; 10 per cent, education; and 17 per cent, speech or Latin. Fifty-seven per cent of the women from schools of 500 to 799 chose English; 35 per cent, education, and 7 per cent, Latin for graduate majors. Eighty-three per cent of the women from schools of 800 or more selected English; 17 per cent, education for graduate majors.

The men in schools of 200 to 499 chose English and speech, while those in schools of 800 or more selected English and education for graduate majors; the one from schools of 500 to 799 chose speech.

Table 18 is concerned with the graduate majors of those who had an undergraduate minor in English and completed a graduate major. Fifty-seven per cent of these chose education for a graduate major; the others, English, social work, Spanish, history, law, and psychology. As the sizes of the schools increased, the per cent of teachers having finished a graduate major increased; the percentages ranged from 14 to 21 to 21 to 43.



TABLE 18

DISTRIBUTION OF ENGLISH TEACHERS WITH UNDERGRADUATE  
MINOR IN ENGLISH ACCORDING TO GRADUATE MAJOR

Graduate Major	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English	..	..	..	..	..	..	..	1	1
Education	..	2	1	1	..	..	..	4	8
Social Work	..	..	..	..	..	1	..	..	1
Spanish	..	..	..	..	..	1	..	..	1
Law	..	..	..	..	..	..	1	..	1
History	..	..	..	1	..	..	..	..	1
Psychology	..	..	..	1	..	..	..	..	1
Total responding	..	2	1	2	..	3	1	5	14
Total sample	2	28	8	33	4	24	7	43	149

Table 19 indicates the distribution of the teachers who had a master's degree in progress. The picture is not true since 6 of the 19 working toward the degree failed to report their majors. Of those reporting majors, 42 per cent chose English for a graduate major; 10 per cent, education; 5 per cent, political science, Spanish, and French.

TABLE 19

DISTRIBUTION OF ENGLISH TEACHERS WITH MASTER'S  
DEGREE IN PROGRESS ACCORDING TO GRADUATE MAJOR

Major	Size of High School								Total
	Less than 200				800 or more				
	M	F	M	F	M	F	M	F	
English	..	3	..	1	..	2	1	1	8
Political Science	..	..	1	..	..	..	..	..	1
Education	1	..	..	1	..	..	..	..	2
Spanish	..	..	..	..	..	..	..	1	1
French	..	..	..	1	..	..	..	..	1
Major not reported	..	1	1	3	..	..	..	3	6
Total	1	4	2	6	..	2	1	5	19
Total Sample	2	28	8	33	4	24	7	43	149

Semester Hours in Undergraduate English

Table 20 presents the number of semester hours in English that those with undergraduate majors and minors had earned. Four stating that they had a major in English and three claiming a minor in English failed to report semester hours. The comparison of semester hours for those with majors and minors in English was interesting. None of those with a major fell below the 21 to 25 hours range, but two

TABLE 20

DISTRIBUTION OF ENGLISH TEACHERS WITH UNDERGRADUATE MAJORS  
AND MINORS IN ENGLISH ACCORDING TO SEMESTER HOURS  
OF UNDERGRADUATE ENGLISH

Number of Hours	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>English Majors</u>									
21 - 25	..	2	..	4	..	2	1	3	12
26 - 30	1	8	1	2	..	5	..	6	23
31 - 35	..	3	1	5	..	2	..	3	14
36 - 40	..	3	1	3	..	3	3	9	22
41 - 45	..	..	1	2	..	..	..	3	6
46 - 50	..	..	..	1	1	..	1	1	4
51 - 55	..	..	..	1	..	1	..	1	3
56 - 60	1	..	1	1	1	2	..	1	7
61 - 65	..	..	..	..	..	..	..	..	0
66 - 70	..	..	..	..	..	1	..	..	1
No response	..	..	..	..	..	1	1	2	4
Total	2	16	5	19	2	17	6	29	96
<u>English Minors</u>									
6 - 10	..	..	..	..	..	..	..	1	1
11 - 15	..	..	..	..	..	..	..	..	0
16 - 20	..	1	..	..	..	2	..	1	4
21 - 25	..	..	1	2	..	2	..	1	6
26 - 30	..	2	1	..	..	1	1	3	8
31 - 35	..	1	..	..	..	..	..	1	2
36 - 40	..	1	..	..	1	..	..	1	3
46 - 50	..	..	..	..	..	1	..	1	2
No response	..	..	..	3	..	..	..	..	3
Total	..	5	2	5	1	6	1	9	29
Total Sample	2	28	8	33	4	24	7	43	149

claiming a minor had only 6 to 10 hours. Twelve teachers called the 21 to 25 hours major, while six called this a minor. Twenty-three teachers called 26 to 30 hours a major; eight called them a minor. Fourteen teachers reported the 31 to 35 hours as a major, but two called the same hours a minor. Two claimed a minor in English with 36 to 40 hours; while twenty-two with the same number claimed a major. Two teachers reported a minor with 46 to 50 hours in English; for four they were a major. Fourteen per cent of the respondents in the 21 to 25 hour range called it a minor, but 61 per cent in the same range designated it a major.

Half of the majors fell equally into two ranges, the 26 to 30 hour range and the 36 to 40 hour range. Twelve teachers had from 21 to 25 hours; fourteen had from 31 to 35 hours. Twenty-six per cent of those with majors had over 40 hours in undergraduate English; six teachers had from 41 to 45 hours; four, from 46 to 50 hours; three, from 51 to 55 hours; seven, from 56 to 60 hours; and one, over 70 hours. Those in upper hours of preparation were quite evenly distributed through the various sizes of schools.

Approximately 70 per cent of those with minors fell within three ranges of semester hours in English; four persons had 16 to 20 hours; six, 21 to 25 hours; and eight, 26 to 30 hours; 27 per cent of those with minors were in the upper levels of semester hours of English.

TABLE 21

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
SEMESTER HOURS OF UNDERGRADUATE ENGLISH

Semester Hours of English	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Less than 11	..	..	..	..	..	..	..	1	1
11 - 15	..	..	..	..	..	..	..	..	0
16 - 20	..	3	..	1	..	3	..	3	10
21 - 25	..	3	2	9	..	4	1	5	24
26 - 30	1	12	2	3	..	6	1	10	35
31 - 35	..	5	..	8	1	2	..	5	21
36 - 40	..	4	2	3	1	3	3	10	26
41 - 45	..	..	1	2	..	..	..	3	6
46 - 50	..	..	..	1	1	1	1	2	6
51 - 55	..	..	..	1	..	1	..	1	3
56 - 60	1	..	1	1	1	2	..	1	7
61 - 65	..	..	..	1	..	..	..	..	1
66 - 70	..	..	..	..	1	..	..	..	1
No response	..	1	..	3	..	1	1	2	8
Mean	44	28	32	33	44	32	35	32	32
Total	2	28	8	33	4	24	7	43	149

Table 21 presents the distribution of all the sample according to semester hours in English. Approximately 8 per cent had less than 20 hours; one teacher, less than 15 hours. Seventeen per cent had from 21 to 25 hours; 25 per cent, from 26 to 30 hours; 14 per cent, from 31 to 35 hours; 18 per cent, from 36 to 40 hours. The average semester hours for the sample is 32; slightly less than 50 per cent of the teachers had less than 30 hours.

Differences in the means exist between the sexes. The men had a mean of 38 hours as compared to 31 hours for the women. In the schools of less than 200, of 500 to 799, and 800 or more, the men showed a difference from 3 to 12 hours above the mean of the sample, while the women in all divisions except one had the same mean as the sample. Very little difference among the means for the various sizes of schools existed.

#### Total Hours Earned in English

Table 22 shows the preparation of the teachers in total semester hours of English. The mean in each division rose above the mean for each division in Table 21. The mean for the sample was 44 semester hours, 12 hours more than the mean for the sample in Table 21. The most significant differences in means were for the women in schools of 200 to 499, of 500 to 799, and 800 or more. From 12 to 17 hours were added to the semester hours of these groups.

TABLE 22

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
TOTAL SEMESTER HOURS IN ENGLISH

Number of Hours	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
16 - 20	..	2	..	2	..	2	..	1	7
21 - 25	..	3	1	5	..	2	1	4	16
26 - 30	..	7	2	2	..	4	..	4	19
31 - 35	..	9	..	2	1	2	1	4	19
36 - 40	1	4	1	4	1	2	2	2	17
41 - 45	..	..	2	2	..	1	..	5	10
46 - 50	..	2	..	3	..	1	1	3	10
51 - 55	..	..	..	1	..	1	..	3	5
56 - 60	1	..	1	1	1	1	..	4	9
61 - 65	..	..	..	3	1	1	..	2	7
66 - 70	..	..	..	..	..	3	..	1	4
70 or more	..	..	1	5	..	4	2	7	19
No response	..	1	..	3	..	..	..	3	7
Mean (Hours)	49	31	38	46	48	49	53	48	44
Total	2	28	8	33	4	24	7	43	149

Slightly less than 45 per cent of the group had a total of over 40 hours in English; 25 per cent had from 30 to 40 hours; 24 per cent, from 20 to 30 hours; and 6 per cent, from 16 to 20 hours in English.

#### Semester Hours in Teaching Areas

Table 23 gives the distribution of teachers according to the semester hours earned in the various teaching areas of English.

Semester hours in composition and grammar include freshman composition. Sixty per cent of the respondents had from 6 to 10 hours in composition and grammar; 25 per cent, from 11 to 20 hours; 14 per cent, from 1 to 5 hours. Only 25 per cent had preparation in this area beyond freshman composition.

Three teachers reported no hours in American literature. Thirty-four per cent had from 1 to 5 hours; 56 per cent, from 6 to 10 hours; one teacher had over 16 hours, and one, over 20 hours.

The distribution changes, however, in English literature; two teachers reported no hours in the area, and six had less than 5 hours. The percentages ranged from 11 to 32; 20 per cent with 6 to 10 hours; 24 per cent with 11 to 15 hours; 11 per cent with 16 to 20 hours; and 32 per cent with more than 21 hours in English literature.



TABLE 23

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO SEMESTER  
HOURS OF PREPARATION IN AREAS OF ENGLISH

Semester Hours of Preparation	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Composition and Grammar</u>									
1 - 5	..	2	..	5	..	3	..	7	17
6 - 10	1	18	7	14	3	11	1	19	74
11 - 15	1	3	1	4	1	6	5	6	27
16 - 20	..	..	..	..	..	..	..	4	4
<u>American Literature</u>									
None	..	..	..	1	..	1	..	1	3
1 - 5	..	6	2	7	1	7	2	9	34
6 - 10	1	16	6	13	3	9	2	19	69
11 - 15	1	1	..	2	..	3	2	5	14
16 - 20	..	..	..	..	..	..	..	1	1
21 or more	..	..	..	..	..	..	..	1	1
<u>English Literature</u>									
None	..	..	..	2	..	..	..	..	2
1 - 5	..	2	..	1	1	1	..	1	6
6 - 10	..	8	4	3	..	4	..	6	25
11 - 15	..	10	..	6	1	2	2	11	32
16 - 20	2	2	2	1	1	4	1	1	14
21 or more	..	1	2	10	1	9	3	17	43
<u>World Literature</u>									
1 - 5	..	7	2	6	1	7	2	10	35
6 - 10	1	2	1	3	..	2	1	3	13
No response	..	5	..	10	..	4	1	7	27
Total Sample	2	28	8	33	4	24	7	43	149

Only 48 teachers reported hours in world literature. Seventy-two per cent had from 1 to 5 hours; the remainder, from 6 to 10 hours in world literature.

The size of the school had little effect upon teacher preparation with respect to semester hours in teaching areas.

#### Professional Education Preparation

Although the study deals with only the amount of preparation that the teacher had earned in various courses in education, the courses included those commonly considered in the training of high school teachers, such as adolescent psychology, educational measurements, methods of teaching, principles of education, philosophy of education, history of education, audio-visual aids, extra-curricular activities, guidance, and student teaching.

Table 24 presents the distribution of teachers according to the undergraduate and total semester hours in education. The mean for the sample is 24 hours of undergraduate education; there were no great differences among the various sizes of schools or between the sexes with the exception of the mean for the men in schools of less than 200; it was 11 points higher than that for the sample, but each of the men in the division had over 40 hours in education.

TABLE 24

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
UNDERGRADUATE AND TOTAL HOURS OF EDUCATION

Semester Hours in Education	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Undergraduate Hours</u>									
Less than 11	..	..	..	..	..	2	..	3	5
11 - 15	..	1	..	1	..	3	2	1	8
16 - 20	..	6	3	6	3	7	..	5	30
21 - 25	..	7	4	7	..	5	2	11	36
26 - 30	..	4	..	8	1	3	1	8	25
31 - 35	1	..	..	1	..	5	..	5	12
36 - 40	1	2	1	2	..	1	..	3	10
41 - 45	..	2	..	1	..	..	..	1	4
46 - 50	..	..	..	..	..	..	..	1	1
No response	..	5	..	7	..	1	2	3	18
Mean (Hours)	35	25	23	24	20	25	21	24	24
<u>Total Hours</u>									
11 - 15	..	..	..	2	..	1	..	1	4
16 - 20	..	4	2	1	1	4	1	1	14
21 - 25	..	4	5	8	..	4	..	7	28
26 - 30	..	6	..	6	1	5	1	9	28
31 - 35	..	..	..	4	..	3	..	3	10
36 - 40	..	1	..	4	..	..	1	5	11
41 - 45	1	..	..	1	..	3	1	2	8
46 - 50	1	2	..	..	1	1	1	4	10
51 - 55	..	2	1	..	..	1	..	3	7
56 - 60	..	1	..	..	..	2	..	..	3
61 - 65	..	1	..	..	..	1	..	2	4
66 - 70	..	1	..	1	1	1	1	1	6
No response	..	5	..	7	..	1	1	3	18
Mean (Hours)	45	36	26	28	42	28	38	33	33

The total semester hours included both undergraduate and graduate hours in education. It is apparent from a study of the means that the men had taken more courses in education than the women, but the high average for the men was the result of one man's work toward a doctor's in education. Comparing the means in education with those in Table 21 for English reveals that this sample had concentrated more on subject matter courses than on professional courses in education.

The distributions according to total hours in English and total hours in education are somewhat different. In the English distribution, 38 per cent had from 21 to 35 hours, but 50 per cent of the respondents had that many hours in education. Fifty per cent of the sample had over 40 hours in English, but only 37 per cent had over 40 hours in education.

Twenty-two per cent of those responding had from 21 to 25 total hours in education; another 22 per cent had from 26 to 30 hours. These were the highest percentages for total hours in education.

#### Courses in the Teaching of English

Since knowledge of subject matter and theory do not sufficiently prepare the teacher, courses in the teaching of English have become a part of the training program for prospective teachers of English within recent years in most educational institutions. Because of the many areas in

English it is difficult to cover the teaching of English in one course. The nature and extent of such courses is another measure of teacher preparation.

### Semester Hours Earned

Table 25 shows the distribution of teachers with respect to semester hours in courses in the teaching of English. The most striking fact is that 21 per cent of the respondents had no hours in the teaching of English. Another 21 per cent had from 2 to 4 hours; 17 per cent, 5 to 7 hours; 11 per cent, 8 to 10 hours; and 27 per cent, over 10 hours.

TABLE 25

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO CREDITS  
EARNED IN COURSES IN THE TEACHING OF ENGLISH

Semester Hours	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
None	..	2	..	3	1	4	3	12	25
2 - 4	..	8	..	3	1	4	2	7	25
5 - 7	..	5	4	4	1	4	1	2	21
8 - 10	..	2	2	4	..	..	1	5	14
11 - 13	..	2	..	2	1	3	..	3	11
14 - 16	1	2	..	3	..	2	..	4	12
More than 16	..	..	..	3	..	3	..	6	12
No response	1	7	2	11	..	4	..	4	29
Mean (Hours)	15	6	7	7	5	7	3	6	6
Total Sample	2	28	8	33	4	24	7	43	149

The mean for the sample was 6 hours in the teaching of English. With one exception the differences in sexes and among schools were minute. The men in schools of less than 200 had a high mean, biased by the failure of one to respond.

A few of those failing to respond stated that every subject course was a course in the teaching of English and that there was no need for such a specific course. Other reactions will be considered in another chapter.

#### Type of Course Taken

Table 26 indicates the type of course taken by titles. The all-inclusive title, the teaching of English, was named by 70 per cent of the teachers. There is an overlapping in responses since many indicated training in specific areas of English. Twenty-six per cent received training in the teaching of speech; 21 per cent, in the teaching of writing; 28 per cent, in the teaching of reading; 7 per cent, in the teaching of spelling. Twenty-seven per cent reported no credit or no type of course in the teaching of English.

#### Preparation in Related Fields

Most programs for the training of prospective teachers provide for a related minor or minors; in the training of prospective teachers of English there are a number of specific requirements, such as speech, drama, journalism, or library science. Many of those in the field of English

TABLE 26

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
TYPES OF COURSES IN THE TEACHING OF ENGLISH

Types of Courses	Size of High School								Total	
	Less than 200		200-499		500-799		800 or more			
	M	F	M	F	M	F	M	F		
The teaching of:										
English	2	18	5	22	2	18	4	31	104	
Speech	2	5	5	9	2	8	..	9	40	
Literature	2	3	3	11	2	5	11	12	38	
Writing	1	5	3	10	..	5	..	8	32	
Spelling	1	2	..	3	..	2	..	2	10	
Reading	1	6	3	13	..	11	..	8	42	
No credit or no type of course	..	6	..	16	..	3	3	12	41	
Total Sample	2	28	8	33	4	24	7	43	149	

believe that language should be required in the undergraduate program. These related fields offer another measure of teacher preparation.

Table 27 gives the distribution of teachers according to semester hours reported in French, Spanish, Latin, German, Greek, Italian, journalism, speech, play production, drama, history, and library science.

[illegible]



TABLE 27 (Continued)

Undergraduate Semester Hours	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Greek</u>									
1 - 5	..	..	..	1	..	..	..	..	1
6 - 10	..	1	..	..	..	..	..	1	2
<u>Italian</u>									
6 - 10	..	..	..	..	..	1	..	..	1
<u>Journalism</u>									
1 - 5	..	4	3	8	..	..	1	19	35
6 - 10	..	1	1	3	1	4	..	7	17
11 - 15	..	..	1	..	..	..	..	1	2
16 - 20	..	..	..	..	..	2	..	..	2
21 - 25	..	..	..	..	..	..	..	..	0
26 - 30	..	..	..	..	..	..	..	1	1
31 - 35	..	..	..	..	..	1	..	..	1
<u>Speech</u>									
Public Speaking									
1 - 5	..	10	4	13	1	7	4	25	64
6 - 10	1	5	2	5	1	4	1	6	24
11 - 15	..	..	..	..	2	2	1	..	5
16 - 20	..	1	..	..	..	..	1	1	3
26 - 30	..	1	..	..	..	..	..	..	1
51 - 55	..	..	1	..	..	..	..	..	1
Oral Interpretation									
1 - 5	..	4	2	3	..	7	1	11	28
6 - 10	..	2	1	2	1	..	..	1	7
Radio Speech									
1 - 5	..	2	1	..	..	..	..	..	3
Discussion Methods									
1 - 5	..	2	1	3	..	2	1	5	14
6 - 10	..	..	..	1	1	..	..	1	3
11 - 15	..	..	..	..	..	1	..	..	1
Other Speech									
1 - 5	..	..	1	..	..	1	..	3	5
6 - 10	..	..	..	..	..	1	..	..	1

TABLE 27 (Continued)

Undergraduate Semester Hours	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Play Production</u>									
1 - 5	..	2	..	7	..	2	..	6	17
6 - 10	..	2	1	1	2	2	..	..	8
<u>Drama</u>									
1 - 5	..	4	2	7	..	2	1	10	26
6 - 10	..	2	..	2	2	3	2	6	17
11 - 15	..	1	1	..	..	1	..	..	3
16 - 20	..	..	..	..	..	..	..	1	1
<u>History or Social Science</u>									
1 - 5	..	2	..	1	..	..	..	1	4
6 - 10	..	2	..	3	..	5	2	12	24
11 - 15	..	6	2	3	2	5	..	10	28
16 - 20	..	3	..	3	..	3	..	5	14
21 - 25	..	2	2	3	1	..	..	1	9
26 - 30	1	3	..	2	1	2	1	5	15
31 - 35	..	..	..	1	..	..	..	1	2
36 - 40	..	..	..	2	..	2	..	..	4
<u>Library Science</u>									
1 - 5	..	1	3	2	..	2	1	5	14
6 - 10	..	4	1	2	..	1	..	1	9
11 - 15	..	3	..	1	..	..	..	..	4
16 - 20	..	4	1	2	..	..	..	1	8
<u>Philosophy</u>									
6 - 10	..	..	..	..	..	..	1	..	1
No response	..	..	..	1	..	..	1	3	5
Total Sample	2	28	8	33	4	24	7	43	149

Fifty-six teachers had hours in French; 16 per cent had less than 5 hours; 32 per cent, 6 to 10 hours; 27 per cent, 11 to 15 hours; 12 per cent, 16 to 20 hours; 10 per cent, 21 to 30 hours; and 5 per cent, over 30 hours in French.

Sixty teachers reported hours in Spanish. Thirteen per cent had 5 or less hours; 18 per cent, 6 to 10 hours; 28 per cent, 11 to 15 hours; 11 per cent, 16 to 20 hours; 21 per cent, 21 to 30 hours; and 7 per cent, over 30 hours.

Thirty-eight teachers listed hours in Latin, but 31 per cent had 5 or less hours. Thirty-four per cent had 6 to 10 hours; 26 per cent, 11 to 20 hours; and 10 per cent, 21 to 35 hours.

Seventeen teachers had earned hours in German, but 30 per cent had 5 or less hours. Sixty per cent had 6 to 12 hours; 11 per cent, 11 to 20 hours.

Three teachers gave hours in Greek; one, 5 or less; two, 6 to 10. One had 5 hours in Italian.

Speech was divided into specific courses and the hours reported in each. Many in the field suggest that the English teachers should be trained in specific areas of speech, such as public speaking, oral interpretation, and discussion methods. One hundred ten teachers gave hours in speech, 23 from schools of less than 200; 31, from schools of 200 to 499; 21, from schools of 500 to 799; 35, from schools of 800 or more. Thirty-nine teachers in the sample

had no hours in speech.

Eighty-nine per cent reported hours in public speaking, but 65 per cent of these had 5 or less hours; 24 per cent, 6 to 10 hours; 8 per cent, 11 to 20 hours; and 2 per cent, 26 to 55 hours in public speaking.

Thirty-five teachers had hours in oral interpretation, but 80 per cent of these had 5 or less hours; the rest, 6 to 10 hours.

Eighteen gave hours in debate and discussion methods. Eighty per cent of these had 5 or less hours.

Nine had a few hours in radio speech or another speech course, but none had over 10 hours.

Twenty-five teachers reported hours in play production and forty-seven listed hours in drama, but the majority in both cases had 5 or less hours.

One hundred teachers with hours in history or social science were divided thus: 4 with 5 or less hours, half of the group with 6 to 15 hours, 38 per cent with 16 to 30 hours, and 6 per cent with over 30 hours.

Thirty-five teachers with hours in library science divided into 40 per cent with 5 or less hours; 26 per cent with 6 to 10 hours; 11 per cent with 11 to 15 hours; and 23 per cent with 16 to 20 hours.

## Teaching Certificates Held by Teachers

Certification is another measure of preparation. Since certification laws changed in Oklahoma in 1954, the type of certificate indicates the time of preparation to some extent. Prior to 1954 a certificate for life was issued in particular teaching areas; since then the standard certificate is granted for five years and may be renewed by proof of successful teaching. The provisional certificate is issued for three years, but designates specific preparation needed, and the temporary certificate is granted for one year.

TABLE 28

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO TYPES OF TEACHING CERTIFICATES

Type of Certificate	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Standard	1	4	5	7	2	6	5	11	41
Provisional	..	4	1	1	..	4	1	1	12
Temporary	..	..	..	1	1	..	..	2	4
Life	1	20	2	23	1	14	1	29	91
No response	..	..	..	1	..	..	..	..	1
Total Sample	2	28	8	33	4	24	7	43	149

Table 28 distributes the teachers according to the type of certificate held. Sixty-one per cent held the old life certificate; this is over twice the number having standard certificates. Twenty-seven per cent held standard certificates; 8 per cent, provisional certificates; 1 per cent, temporary certificates.

### Professional Membership

Membership in professional organizations depicts professional growth. Table 29 presents the distribution of the teachers according to their membership in professional organizations, both the language arts organizations and general organizations. It is evident that the teacher's primary concern was membership in the general type of organization rather than in language arts organizations. Forty-seven per cent of the respondents belonged to the National Council of Teachers of English; 67 per cent to the Oklahoma Council of Teachers of English; and 15 per cent to other language arts organizations. Eight per cent were members of local councils. All but three of the respondents belonged to the Oklahoma Education Association; 83 per cent to the National Education Association. Teachers in the larger schools tended to belong to the English Councils more than those in smaller schools; all seemed to be more attracted to state organizations than to national ones. Little difference was apparent in the various sizes of schools with respect to membership in

TABLE 29

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Organization	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Language Arts</u>									
National Council of Teachers of English	..	6	2	12	..	15	3	26	64
Oklahoma Council of Teachers of English	1	8	2	13	..	18	6	42	90
Local Council of English Teachers	..	..	..	..	..	..	2	6	8
Others	..	7	..	3	..	5	2	3	20
<u>General</u>									
National Education Association	1	18	6	22	1	24	5	35	112
Oklahoma Education Association	2	21	8	27	..	25	7	40	130
County Education Association	..	2	2	6	..	2	1	9	22
Local Education Association	..	..	..	6	..	6	..	..	12
Classroom Teachers	..	..	..	..	..	4	2	8	14
County Classroom Teachers	..	..	..	..	..	..	..	7	7
No response	..	5	..	7	..	2	..	3	17
Total Sample	2	28	8	33	4	24	7	43	149

general organizations, except the two larger sizes of schools had approximately 100 per cent in the Oklahoma Education Association. Sixteen per cent belonged to county educational units, and 9 per cent to local units. Only 8 per cent belonged to classroom teachers' organizations.

#### Professional Materials

Lack of reading on the part of English teachers was one of the weaknesses that Smith found in her study of New York English teachers.<sup>1</sup> Table 30 is concerned with the distribution of teachers according to reading habits and the source of professional materials. Although 90 persons indicated that they belonged to the Oklahoma Council of Teachers of English, only 44 stated that they read the Intelligencer, the publication of the Council, sent to all members. Five of the 44 gave the school library as its source. Sixty-two per cent read The English Journal, the high school publication of the National Council; 46 by personal subscription; 47 from the school library. Twelve read College English, the college edition by the National Council; 5 by personal subscription; 7 from the school library. Twenty-four per cent read Correct English, four by personal subscription.

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<sup>1</sup>Dora V. Smith, Evaluating Instruction in Secondary School English, English Monograph No. 11 (Chicago: The National Council of Teachers of English, 1941).



TABLE 30

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
ACCESS TO PERIODICALS IN SCHOOL LIBRARY  
OR BY PERSONAL SUBSCRIPTION

Periodicals	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Language Arts</u>									
<u>Intelligencer</u>									
SL*	..	..	..	2	..	2	..	1	5
PS**	..	3	1	8	..	7	2	18	39
<u>English Journal</u>									
SL	..	9	1	9	2	12	..	14	47
PS	1	4	4	10	..	8	2	17	46
<u>Correct English</u>									
SL	1	4	1	4	1	6	..	3	20
PS	..	1	..	2	..	2	..	..	5
<u>College English</u>									
SL	..	..	..	1	..	1	..	5	7
PS	..	1	..	2	..	2	..	..	5
<u>Others</u>									
SL	..	6	1	..	..	1	1	1	10
PS	..	3	..	2	..	4	..	5	14
<u>General</u>									
<u>Oklahoma Teacher</u>									
SL	..	2	..	2	3	..	..	..	7
PS	2	21	8	27	1	24	7	40	130
<u>NEA Journal</u>									
SL	..	2	..	1	1	1	1	..	6
PS	1	17	6	22	1	24	5	36	113
<u>High School Journal</u>									
SL	..	2	1	2	..	3	..	5	13
PS	..	..	..	1	..	1	..	1	3
<u>Clearing House</u>									
SL	..	4	..	2	1	3	1	11	22
PS	..	..	..	..	..	1	..	..	1
<u>School and Society</u>									
SL	..	2	..	..	..	..	..	2	4
PS	..	2	..	..	..	..	..	..	2

TABLE 30 (Continued)

Periodicals	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>High Points</u>									
SL	..	..	..	..	..	..	..	1	1
PS	..	..	..	..	..	..	..	..	0
<u>Forum</u>									
SL	..	..	..	..	..	..	..	..	0
PS	..	1	..	..	..	..	..	..	1
<u>School Life</u>									
SL	..	..	..	..	..	..	..	..	0
PS	1	1	..	..	..	..	..	..	2
<u>Education Digest</u>									
SL	..	..	..	..	..	1	..	..	1
PS	..	..	..	..	..	..	..	..	0
<u>Journal of Education</u>									
SL	..	1	..	..	..	..	..	..	1
PS	..	..	..	..	..	..	..	..	0
<u>Phi Delta Kappan</u>									
SL	..	..	..	..	..	..	..	..	0
PS	1	..	..	..	..	..	..	..	1
No response	..	5	..	6	..	..	..	3	11
Total Sample	2	28	8	33	4	24	7	43	149

\*SL - School Library

\*\*PS - Personal Subscription

The periodicals of a general nature were read more by the teachers. The Oklahoma Teacher and the NEA Journal were read by all reporting membership in the organizations. Eighty-seven per cent of the sample read the Oklahoma Teacher; 75 per cent of the sample read the NEA Journal. Two other general periodicals, The Clearing House and The High School

Journal, were read by 16 and 23 teachers, respectively.

Other periodicals were read by a small minority.

Table 31 gives the information concerning the nature, extent, and source of professional books on the teaching of high school English. Twenty-one stated they had no books of this nature in their school libraries, and 17 had none in their personal libraries; 26 per cent of the teachers had no access to books on the teaching of high school English. Twenty-four reported one or two books in both sources, but 76 per cent claimed access to more than two books of this kind; however, 18 per cent failed to respond to this question.

Twenty per cent indicated that none of the English Monographs, publications of the National Council, were in their school libraries; 12 per cent had none in their personal libraries; 6 teachers reported all the Monographs in their school libraries; 2 teachers had all of them in their personal libraries. Thirteen per cent of the teachers had access to a few of the Monographs; 18 per cent had access to most of them. These teaching aids were available to 32 per cent of the sample.

Forty-one teachers reported other publications of the National Council in school libraries, and 12 had a few in their personal libraries.

The Teaching Guide for Language Arts was provided for all English teachers in Oklahoma through the efforts of the Oklahoma Council; 81 per cent of the teachers had access

TABLE 31

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
AVAILABILITY OF PROFESSIONAL BOOKS IN  
SCHOOL LIBRARY AND PERSONAL LIBRARY

Number of Books Available	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Reference Books</u>									
None									
SL*	..	4	3	6	..	1	2	5	21
PL**	..	5	3	5	..	1	1	2	17
One or two									
SL	..	2	1	6	..	3	..	4	16
PL	1	2	2	5	..	2	3	4	19
More than two									
SL	1	8	4	6	2	12	4	23	60
PL	2	7	2	9	3	13	2	16	54
No response	..	6	1	8	..	3	..	8	26
<u>Monographs</u>									
None									
SL	4	7	4	4	..	1	2	8	30
PL	1	5	3	5	..	1	1	2	18
A few									
SL	..	3	..	3	..	2	1	4	13
PL	..	1	..	..	..	1	..	5	7
Most									
SL	..	..	1	1	1	7	2	8	20
PL	..	..	..	3	1	1	..	2	7
All									
SL	..	..	..	..	1	1	..	4	6
PL	..	..	..	..	..	..	1	1	2
No response	..	6	1	8	..	3	..	8	26

TABLE 31 (Continued)

Number of Books Available	Size of High School								Total	
	Less than 200		200-499		500-799		800 or more			
	M	F	M	F	M	F	M	F		
<u>Other Publications</u>										
SL	1	2	1	5	2	8	3	19	41	
PL	1	2	..	2	..	2	2	3	12	
No response	..	6	1	8	..	3	..	8	26	
<u>Oklahoma Teaching Guide</u>										
SL	1	11	3	8	..	12	2	16	53	
PL	..	8	1	15	2	13	6	24	68	
No response	..	6	1	8	..	3	..	8	26	
Total Sample	2	28	8	33	4	24	7	43	149	

\*SL - School Library

\*\*PL - Personal Library

to it; 68 had their own copies, and 53 stated that their schools possessed copies.

### Summary

The majority of English teachers in the North Central high schools of Oklahoma were women classroom teachers. The average English teacher had taught English 11 of her 18 years

of experience and had been in her present position 8 years.

The average English teacher earned her first degree 18 years ago, but had been to college within the past 4 years. She had an average of 32 hours in undergraduate English and 12 hours in graduate English, an average of 24 hours in undergraduate education and 9 hours in graduate education, an average of 6 hours in the teaching of English, and held a life certificate.

The average English teacher belonged to the Oklahoma Education Association and National Education Association; she belonged in the majority of cases to the Oklahoma Council of Teachers of English, but not to the National Council of Teachers of English.

The average English teacher did not read the language arts publications as extensively as the general publications. Her access to professional materials was very limited.

# CHAPTER III

## RESPONSIBILITIES AND PRACTICES OF OKLAHOMA TEACHERS OF ENGLISH

The purpose of this chapter is to describe certain responsibilities and practices of the English teachers and to describe the nature and the extent of supervision received. The responsibilities naturally reflect characteristics of the teaching conditions in the schools; practices give some indication of how teachers attack certain problems and duties connected with teaching; supervision designates the presence of a supervisory program in the schools.

### Responsibilities of the Teachers

In this section the teaching loads, daily preparations, time spent in teaching duties, subjects taught, sizes of classes, organization of English classes, English classes offered, the sizes of English classes, extra-curricular responsibilities, the time spent on those responsibilities, and compensation for such duties will be considered.

#### Teaching Load

Table 3 named the official status of the sample. This disclosed the fact that many teachers had major

TABLE 32

DISTRIBUTION OF TEACHERS IN VARIOUS OFFICIAL POSITIONS  
ACCORDING TO NUMBER OF CLASSES PER DAY

Official Status	Number of Classes	Size of High School								Total
		Less than 200		200-499		500-799		800 or more		
		M	F	M	F	M	F	M	F	
Principal	4	..	1	..	..	..	..	..	..	1
Head of Department	3	..	..	..	..	..	..	..	1	1
	4	..	2	..	..	..	..	..	..	2
	5	..	1	1	1	..	3	..	2	8
	6	..	..	..	2	..	3	..	1	6
Teacher- Librarian	3	..	2	..	1	..	..	..	..	3
	4	..	5	1	1	..	..	..	..	7
	No response	..	1	..	..	..	..	..	..	1
Teacher- Counselor	1	..	..	..	..	..	..	..	1	1
	3	..	..	..	..	..	..	..	2	2
	4	1	..	..	..	..	..	..	1	2
	5	1	1	..	4	3	3	..	3	15
	6	..	..	..	1	..	..	..	1	2
Coordinator	2	..	..	..	..	..	..	..	2	2
Teachers	3	..	..	..	1	..	..	..	..	1
	4	..	2	..	3	..	4	3	4	16
	5	..	8	5	13	1	5	2	21	55
	6	..	5	1	6	..	6	2	3	23
	No response	..	..	..	..	..	..	..	1	1
Total Sample		2	28	8	33	4	24	7	43	149



responsibilities besides their teaching. In some cases these duties overlapped, but the teacher was counted under only one; for instance, two teacher-librarians were responsible for some of the counseling in their schools and one teacher-counselor spent one hour per day coaching athletics. Table 32 points out the number of classes taught per day for each teacher according to his official status. The one principal met 4 classes daily; half of the department heads had 5 classes daily, and 35 per cent, 6 classes daily; two heads of departments met 4 classes daily, and one, 3 classes. The two coordinators taught 2 classes each day; three teacher-librarians, 3 classes; and seven teacher-librarians, 4 classes daily. The teacher-counselors for the most part had heavy teaching loads; only one had 1 class per day; two had 3 classes; two, 4 classes; and two, 6 classes per day. Thirty-six per cent of the classroom teachers taught 5 classes per day; 16 per cent, 6 classes; 10 per cent, 4 classes; and one teacher, 3 classes. The majority of the respondents taught 5 classes daily; 20 per cent, 6 classes daily.

#### Teaching Preparations

Table 33 distributes the teachers according to daily teaching preparations. The range was from 1 to 6 preparations. Thirty-six per cent of the respondents made 3 preparations each day; 24 per cent, 2; 20 per cent, 4; 9 per cent, 5; and two persons reported 6 daily preparations.

TABLE 33

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO DAILY TEACHING PREPARATION

Number of Preparations	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
One	..	..	1	4	..	2	..	5	12
Two	..	1	2	6	..	3	3	15	30
Three	1	8	3	7	1	11	1	13	45
Four	..	8	2	7	2	3	1	3	26
Five	..	3	..	2	1	2	2	2	12
Six	..	..	..	..	..	2	..	..	2
No response	1	8	1	8	..	1	..	5	24
Total Sample	2	28	8	33	4	24	7	43	149

Nine per cent made only one preparation.

Hours Spent per Week in Teaching Duties

Time spent in preparation, in correcting and reading papers, and in recording grades must be considered when one studies teaching loads. Table 34 is the distribution of the teachers according to the hours spent per week in preparation, reading examinations, themes, or exercises, and in clerical duties connected with teaching. Seventy-five per cent spent

TABLE 34

HOURS PER WEEK GIVEN BY THE ENGLISH TEACHERS  
TO TEACHING DUTIES

Duties (Hours per Week)	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Preparation</u>									
Reading, planning, setting up mate- rials for classes.									
None	..	1	1	1	..	..	..	..	3
1 - 5	..	1	..	..	..	..	..	1	2
6 - 10	..	17	7	16	4	17	6	28	95
11 - 15	1	2	..	6	..	2	..	5	16
16 - 20	..	..	..	1	..	2	..	2	5
26 -	..	..	..	1	..	1	..	..	2
No response	1	7	..	8	..	2	1	7	26
<u>Reading</u>									
Examinations, exercises, or themes.									
None	..	1	1	1	..	..	..	..	3
1 - 5	..	1	..	1	..	..	..	2	4
6 - 10	..	11	5	12	3	7	4	11	53
11 - 15	..	5	..	8	..	10	2	17	42
16 - 20	1	2	..	2	1	4	..	5	15
21 - 25	..	..	..	1	..	1	..	1	3
26 -	..	..	..	1	..	1	..	..	2
No response	1	8	2	7	..	1	1	7	27
<u>Clerical Work</u>									
Duties connected with teaching, <u>i.e.</u> , recording grades.									
None	..	2	1	2	..	..	..	..	5
1 - 5	..	2	1	3	..	..	..	7	13
6 - 10	1	16	5	20	2	20	6	28	98

TABLE 34 (Continued)

Duties (Hours per Week)	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Clerical Work</u> (Continued)									
11 - 15	..	..	..	..	1	1	..	2	4
16 - 20	..	..	..	1	..	..	..	..	1
21 - 25	..	..	..	..	1	..	..	1	2
No response	1	8	1	7	..	3	1	5	26
Total Sample	2	28	8	33	4	24	7	43	149

from 6 to 10 hours weekly preparing for classes; 13 per cent spent from 11 to 15 hours; two persons spent from 1 to 5 hours; five, from 16 to 20 hours; and two, over 26 hours. Strange as it may seem, three teachers reported no time spent for class preparation.

The majority of the teachers were distributed in two ranges of hours spent in grading or reading. Forty-three per cent spent 6 to 10 hours in these duties; 34 per cent, 11 to 15 hours; 12 per cent, 16 to 20 hours; and three teachers spent 21 to 25 hours weekly in reading and grading. Three teachers spent no time; four, 1 to 5 hours; and two, over 26 hours.

Eighty per cent of the teachers spent 6 to 10 hours in clerical duties; 10 per cent, 1 to 5 hours; two teachers, 21 to 25 hours; one, 16 to 20 hours per week in clerical duties; and five spent no time in clerical duties.

#### Total Number in Classes

Another factor in the teaching load is the total number of students met each day. Table 35 presents the distribution of teachers according to the total number taught daily. Seventy-nine per cent met 100 or more students each day. The average for the sample is 135 students daily. The mean for the men is 150 students as compared to 133 for the women.

Comparing teachers among the schools of various sizes, those in schools of less than 200 had a mean of 107 students; those in schools of 200 to 499, a mean of 134 students; those in schools of 500 to 799, a mean of 150 students; those in schools of 800 or more, a mean of 144 students. Teachers in the two larger sizes of schools had a greater pupil load by a small margin, but all the teachers had tremendous loads.

#### Sizes of Classes Taught

Another way of considering pupil load is by the size of the class. Table 36 shows the distribution of teachers according to the sizes of largest classes, smallest classes, and average classes taught. The distribution

TABLE 35

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
TOTAL NUMBER OF STUDENTS TAUGHT DAILY

Total Enrollment in Classes	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Less than 40	..	..	..	..	..	1	..	2	3
40 - 59	..	2	..	..	..	..	..	1	3
60 - 79	..	3	..	2	..	..	..	1	6
80 - 99	..	6	1	3	..	1	..	4	15
100 - 119	..	7	..	4	1	2	..	4	18
120 - 139	1	5	6	5	..	4	..	5	26
140 - 159	1	1	1	13	..	9	3	7	35
160 - 179	..	1	..	3	..	5	2	8	19
180 - 199	..	1	..	2	2	1	2	8	16
200 - 219	..	..	..	..	1	..	..	1	2
220 - 239	..	..	..	..	..	1	..	..	1
260 - 279	..	1	..	..	..	..	..	..	1
No response	..	1	..	1	..	..	..	2	4
Total Sample	2	28	8	33	4	24	7	43	149
Means	140	107	128	135	175	146	167	140	135

TABLE 36

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO SIZES OF CLASSES TAUGHT

Size of High School									
Size of Class	Less than 200		200-499		500-799		800 or more		Total
	M	F	M	F	M	F	M	F	
<u>Largest</u>									
15 - 19	..	1	..	..	..	..	..	..	1
20 - 24	1	1	..	..	..	2	..	1	5
25 - 29	..	6	1	8	..	1	..	4	20
30 - 34	..	12	4	12	..	9	..	14	51
35 - 39	1	7	3	8	1	9	1	13	43
40 - 44	..	..	..	1	1	2	5	9	18
45 - 49	..	..	..	3	1	1	..	..	5
60 - 64	..	..	..	..	1	..	..	..	1
65 -	..	..	..	..	..	..	1	..	1
No response	..	1	..	1	..	..	..	2	4
Means	28	30	35	34	46	34	43	34	34
<u>Smallest</u>									
1 - 4	..	..	..	..	..	1	..	1	2
5 - 9	..	1	..	2	1	1	..	..	5
10 - 14	1	3	3	9	..	3	..	1	20
15 - 19	1	11	5	10	1	7	1	7	43
20 - 24	..	7	..	9	..	4	3	12	35
25 - 29	..	4	..	2	1	6	1	12	26
30 - 34	..	..	..	..	..	..	1	5	6
35 - 39	..	..	..	..	1	2	1	3	7
No response	..	1	..	1	..	..	..	2	4
Means	16	17	15	16	23	19	26	23	19

TABLE 36 (Continued)

Size of High School									
Size of Class	Less than 200		200-499		500-799		800 or more		Total
	M	F	M	F	M	F	M	F	
<u>Average</u>									
10 - 14	..	1	..	..	..	..	..	..	1
15 - 19	1	3	..	..	..	1	..	2	7
20 - 24	..	8	1	7	1	4	..	..	21
25 - 29	..	10	7	15	..	6	1	14	53
30 - 34	1	5	..	7	1	11	2	16	43
35 - 39	..	..	..	3	1	2	3	9	18
40 - 44	..	..	..	..	1	..	1	..	2
No response	..	1	..	1	..	..	..	2	4
Means	23	24	27	27	34	29	34	30	28
Total Sample	2	28	8	33	4	24	7	43	149

includes all classes; English classes will be given later in the chapter. The means for the largest classes ranged from 28 to 46 with a mean of 34 students per class for the sample. Sixty-three per cent of the teachers had 30 to 39 students in their largest classes.

The means for smallest classes ranged from 15 to 26 with an average of 19 students in the smallest classes. The means for average classes ranged from 23 to 34 with an average of 28 students in average classes. The differences in means in most cases did not increase with the sizes of the schools,



but there was a small increase in the average class size as the size of the school increased.

### Number and Type of Subjects Taught

Table 37 states the number of subjects taught by the English teachers. Forty-one per cent taught English only; 48 per cent taught English and one other subject; 6 per cent

TABLE 37  
DISTRIBUTION OF ENGLISH TEACHERS ACCORDING  
TO NUMBER OF SUBJECTS TAUGHT

Subjects	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English only	1	10	..	13	1	11	3	23	62
English and one other subject	1	13	7	15	2	12	4	18	72
English and two other subjects	..	2	2	3	1	1	..	..	9
English and three other subjects	..	1	..	1	..	..	..	..	2
English and four other subjects	..	..	..	1	..	..	..	..	1
English core	..	..	..	..	..	..	..	1	1
No response	..	1	..	..	..	..	..	1	2
Total Sample	2	28	8	33	4	24	7	43	149

taught English and two other subjects. Two teachers taught three other subjects; one, four other subjects, and one an English core.

The distribution of different subjects is shown in Table 38. During the first semester of 1958-1959 the respondents taught the following classes: 123 sophomore English classes, 118 English literature classes, 115 American literature classes, 51 freshman English classes, 1 special English for the eleventh and twelfth grades, 2 remedial English classes, 6 special classes in composition and grammar for seniors, 8 world literature classes, 1 creative writing class, 4 grammar and American literature classes for sophomores, 1 class of English integrated with Latin, 1 mythology class, 11 business English classes, and 3 classes of English core. The classes offered were those commonly offered in each grade of high school with some variety in the offerings of the larger schools.

#### Sizes of English Classes Taught

Table 36 described the largest, smallest, and average of all class sizes, while Table 39 depicts the sizes of English classes according to courses offered. With few exceptions the size of classes increased as the size of the schools increased. A few of the classes offered in the larger schools were small, but most of them had from 20 to 29 students.

TABLE 38

ENGLISH COURSES TAUGHT BY THE ENGLISH TEACHERS  
DURING THE FIRST SEMESTER 1958-1959

English Courses	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English I (9th)	1	10	1	13	..	5	1	20	51
English II (10th)	1	21	4	24	2	14	13	44	123
English III (Amer. Literature)	1	25	7	36	3	20	7	26	115
English IV (English Literature)	2	25	3	29	..	17	3	39	118
Special English (11th and 12th)	..	1	..	..	..	..	..	..	1
Remedial English	..	..	2	..	..	..	..	..	2
English V (Senior) (Grammar & Comp.)	..	..	..	1	..	..	..	5	6
World Literature	..	..	..	..	..	..	..	8	8
Mythology	..	..	..	1	..	..	..	..	1
Business English	..	..	1	2	..	4	..	4	11
Creative Writing	..	..	..	..	..	..	..	1	1
Grammar and Amer. Literature (10th)	..	..	..	..	..	..	..	4	4
English-Latin (9th)	..	..	..	..	..	..	..	1	1
College Freshman Composition	..	..	..	..	..	1	..	..	1
College Sophomore English	..	..	..	..	..	1	..	..	1
7th & 8th English	..	5	..	..	..	..	..	..	5
English Core	..	..	..	..	..	..	..	3	3
Total Sample	2	28	8	24	4	24	7	43	149

TABLE 39

## SIZES OF ENGLISH CLASSES TAUGHT BY THE ENGLISH TEACHERS

Size of Class	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
English I									
10 - 19	1	4	1	1	..	..	..	1	8
20 - 29	..	5	..	7	..	..	..	3	15
30 - 39	..	6	..	5	..	8	7	23	50
40 - 49	..	..	..	3	..	..	..	1	4
English II									
10 - 19	1	5	..	1	..	..	..	3	10
20 - 29	..	11	4	14	1	4	..	29	63
30 - 39	..	4	2	10	2	13	6	9	51
40 - 49	..	..	..	1	..	1	4	1	7
English III									
10 - 19	..	5	..	2	..	..	..	1	8
20 - 29	..	15	4	16	..	12	1	5	55
30 - 39	1	11	2	12	2	15	6	14	62
40 - 49	..	..	..	2	..	1	1	12	16
English IV									
10 - 19	..	13	..	2	..	..	..	..	15
20 - 29	..	13	1	19	..	10	..	11	54
30 - 39	2	4	1	12	..	18	1	21	59
40 - 49	..	..	..	..	..	1	..	..	1
English V									
10 - 19	..	..	..	..	..	..	..	1	1
20 - 29	..	..	..	..	..	..	..	1	1
30 - 39	..	..	..	1	..	..	..	3	4
40 - 49	..	..	..	..	..	..	..	1	1
Special English									
10 - 19	..	1	..	..	..	..	..	..	1
Remedial English									
10 - 19	..	..	1	..	..	..	..	..	1
20 - 29	..	..	1	1	..	..	..	..	2

TABLE 39 (Continued)

Size of Class	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Business English									
10 - 19	..	..	1	1	..	..	..	..	2
20 - 29	..	..	..	..	..	3	1	..	4
30 - 39	..	..	..	1	..	..	2	..	2
Mythology									
20 - 29	..	..	..	1	..	..	..	..	1
Creative Writing									
10 - 19	..	..	..	..	..	1	..	1	2
20 - 29	..	..	..	..	..	1	..	..	1
World Literature									
10 - 19	..	..	..	..	..	..	..	1	1
30 - 39	..	..	..	..	..	..	..	5	5
American Literature and Grammar									
20 - 29	..	..	..	..	..	..	..	4	4
English and Latin									
20 - 29	..	..	..	..	..	..	..	1	1
Core 10th - 12th									
20 - 29	..	..	..	..	..	..	..	1	1
Core 10th									
10 - 19	..	..	..	..	..	..	..	1	1
English 11 - 12									
10 - 15	..	..	..	..	..	..	..	1	1
Total Sample	2	28	8	33	4	24	7	43	149

### Other Subjects Taught by English Teachers

Table 40 provides the distribution of teachers according to other subjects taught. Eighteen taught speech; 15, journalism; 10, Spanish; 9, Latin; 6, history; and the rest, a variety of subjects.

### Organization of English Classes

Although the common type of curricular organization in English has been one semester of grammar and composition alternated with one semester of literature, the National Council of Teachers of English has encouraged for a number of years the integration of the language arts. Table 41 presents the organization of the English curriculum reported by the teachers in the North Central high schools for the first semester of 1958-1959. Approximately half of the teachers stated that reading, writing, speech, and listening were integrated each semester; 29 per cent reported one semester of grammar and composition alternated with one semester of literature. Six per cent alternated grammar with literature every three to twelve weeks. Two classes were integrated with social studies; one, with vocational studies; and one, with Latin.

TABLE 40

## DISTRIBUTION OF TEACHERS ACCORDING TO OTHER SUBJECTS TAUGHT

Other Subjects	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Grade School	..	1	..	..	..	1	..	..	2
Speech	..	5	3	4	2	1	..	2	18
Spanish	..	1	1	2	..	3	..	3	10
Latin	..	1	..	3	..	2	..	3	9
French	..	..	..	1	..	1	..	1	3
Journalism	..	1	2	5	..	4	..	4	15
Drama	..	1	..	..	1	..	..	..	2
Debate	..	..	..	..	..	1	..	..	1
World History	1	..	1	..	..	1	..	..	3
American History	..	..	1	..	..	..	..	..	1
Jr. High History	..	..	1	1	..	..	..	..	2
Religion	..	1	..	..	..	..	..	..	1
Art	..	1	..	..	..	..	..	..	1
Jr. High Reading	..	..	..	1	..	..	..	..	1
Commercial Subjects	..	1	..	1	..	..	1	..	3
Homemaking	..	1	..	..	..	..	..	..	1
General Science	..	..	..	..	1	..	..	..	1
Algebra & Geometry	..	..	..	..	..	..	1	..	1
High School Arith.	..	..	..	..	..	..	1	..	1
High School Reading	..	..	..	..	..	..	..	1	1
Distributive Ed.	..	..	..	..	..	..	..	1	1
Physical Education	..	..	..	1	..	..	1	..	2
Core (Social St.)	..	..	..	..	..	..	..	1	1
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 41

## ORGANIZATION OF HIGH SCHOOL ENGLISH CLASSES

Type of Organization	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
One semester of grammar and compo- sition alternated with one semester of literature	1	12	4	11	1	4	2	9	44
Nine weeks of grammar alternated with nine weeks of literature	..	2	..	1	..	..	1	..	4
Six weeks of grammar alternated with six weeks of literature	..	..	2	1	..	..	..	..	3
Twelve weeks of grammar alternated with twelve weeks of literature	..	1	..	..	..	..	..	..	1
Three weeks of gram- mar alternated with three weeks of lit- erature or speech	..	..	1	..	..	..	..	..	1
One six weeks of grammar and five or six weeks of literature	1	..	..	1	..	2	1	..	5
Reading, writing, speaking, and lit- erature integrated	..	9	..	14	3	15	3	30	74



TABLE 41 (Continued)

Type of Organization	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
One semester grammar, one semester litera- ture, one semester of speech	..	1	..	..	..	..	..	..	1
Grammar nine weeks, literature twenty, grammar seven	..	1	..	..	..	..	..	..	1
Grammar one day per week, litera- ture four	..	..	..	..	..	1	..	..	1
Mostly literature	..	..	..	..	..	..	1	..	1
Latin and English integrated	..	..	..	..	..	..	..	1	1
English integrated with social studies	..	..	..	..	..	..	..	2	2
English integrated with vocational studies	..	..	..	..	..	..	..	1	1
No response	..	3	..	5	..	1	1	..	10
Total Sample	2	28	8	33	4	24	7	43	149

Time Allocated by Teachers  
to Areas of English

The teachers were asked to state approximately the per cent of time given to the study of grammar and composition, to speech and listening, to reading skills and remedial reading, and to literature. Table 42 furnishes this information for each grade. It is evident from a study of the table that a large percentage of the teachers followed the class organization of one semester of grammar alternated with one semester of literature. In each of the four grades a majority of the teachers allocated 40 or 50 per cent of the time to grammar or literature. Apparently each teacher placed the emphasis on what he considered important.

In the ninth grade a majority spent approximately 50 per cent of the time on grammar and on literature. Grammar and literature received almost equal stress, but few teachers gave time to speech activities and reading skills; those who did allocated about 10 per cent of the time to each of the skills.

In the tenth grade the emphasis is almost the same as in the ninth grade; again literature and grammar received equal attention, and less than half of the teachers gave time to speech and reading skills.

In the eleventh grade the emphasis continued to be about equally divided between literature and grammar with perhaps a little more stress on literature in some cases.

TABLE 42

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
PERCENTAGE OF TIME ALLOCATED TO PHASES  
OF ENGLISH IN EACH GRADE

		Size of High School								
Phases of English by Grade	Per Cent of Time Spent	Less than 200		200-499		500-799		800 or more		Total
		M	F	M	F	M	F	M	F	
9th Grade Grammar	10-19	..	..	..	1	..	1	..	..	2
	20-29	..	..	..	..	..	..	..	1	1
	30-39	..	2	..	1	..	1	1	1	6
	40-49	..	1	1	1	1	..	..	..	4
	50-59	1	5	3	5	1	1	..	3	19
	60-69	..	..	1	..	..	..	..	..	1
	70-79	..	1	..	1	..	..	..	2	4
9th Grade Speaking and Listening	1 -9	..	2	..	1	..	1	..	1	5
	10-19	..	2	2	6	1	1	2	3	17
	20-29	..	2	..	..	..	..	..	..	2
	30-39	..	..	1	..	..	..	..	..	1
9th Grade Reading Skills & Remedial	1- 9	..	1	..	1	..	1	..	1	4
	10-19	..	2	2	6	1	1	1	2	15
	20-29	..	1	..	..	..	1	..	1	3
	30-39	..	..	1	..	..	..	..	..	1
Literature	10-19	..	..	..	..	..	1	..	..	1
	20-29	..	2	..	..	..	..	1	..	3
	30-39	..	1	1	3	..	3	..	3	11
	40-49	..	1	..	2	1	1	1	1	7
	50-59	1	6	4	1	1	..	..	2	15
10th Grade Grammar	10-19	..	..	..	..	..	..	..	1	1
	20-29	..	..	..	..	..	..	1	2	3
	30-39	..	2	..	..	1	..	1	2	6
	40-49	..	3	..	4	2	1	1	2	13
	50-59	1	7	3	5	2	2	1	10	31
	60-69	..	1	..	..	..	..	1	..	2
	70-79	..	1	1	2	..	1	..	1	6

TABLE 42 (Continued)

		Size of High School								
Phases of English by Grade	Per Cent of Time Spent	Less than 200		200-499		500-799		800 or more		Total
		M	F	M	F	M	F	M	F	
10th Grade Speaking and Listening	1- 9	..	2	1	1	1	5	..	..	10
	10-19	..	5	..	5	..	..	2	6	18
		..	..	..	3	..	1	1	3	8
	30-39	1	..	..	..	..	..	..	..	1
Reading Skills & Remedial	1- 9	..	2	..	1	1	..	1	..	5
	10-19	..	2	..	3	2	1	1	6	15
	20-29	..	2	..	1	1	2	1	1	8
10th Grade Literature	10-19	..	..	..	1	..	..	..	1	2
	20-29	..	2	..	2	1	..	..	4	9
	30-39	..	4	..	3	1	..	2	1	11
	40-49	..	2	1	2	2	1	2	4	14
	50-59	1	5	3	5	1	2	1	7	25
	80-89	..	..	..	..	..	1	..	..	1
11th Grade Grammar	10-19	..	..	..	..	..	..	..	2	2
	20-29	..	5	..	2	..	1	4	1	13
	30-39	..	1	1	3	2	1	..	..	8
	40-49	..	6	..	3	..	1	..	1	11
	50-59	..	5	5	6	2	2	..	4	24
	60-69	..	1	..	1	..	..	..	..	2
	80-89	..	..	..	..	..	1	..	..	1
11th Grade Speaking and Listening	1- 9	..	5	..	..	1	..	..	1	7
	10-19	..	3	..	4	..	2	2	1	12
	20-29	..	6	1	2	1	..	2	1	13
	30-39	..	1	..	1	..	..	..	..	2
Reading Skills & Remedial	1- 9	..	1	..	..	..	..	..	..	1
	10-19	..	4	..	1	..	1	1	2	9
	20-29	..	1	..	1	2	..	..	1	5

TABLE 42 (Continued)

		Size of High School								
Phases of English by Grade	Per Cent of Time Spent	Less than 200		200-499		500-799		800 or more		Total
		M	F	M	F	M	F	M	F	
11th Grade Literature	10-19	..	..	..	..	..	1	..	..	1
	20-29	..	3	..	..	..	..	..	1	4
	30-39	..	..	..	4	..	..	..	..	4
	40-49	..	5	..	4	..	3	..	1	13
	50-59	2	7	5	5	2	1	2	6	30
	60-69	..	..	..	2	1	..	1	1	5
	70-79	..	..	..	..	..	1	1	..	2
	80-89	..	..	..	..	..	2	..	..	2
12th Grade Grammar	1- 9	..	..	..	..	..	..	1	1	2
	10-19	..	..	..	..	1	..	..	..	1
	20-29	..	7	1	4	1	2	2	2	19
	30-39	..	3	..	3	1	1	..	2	10
	40-49	..	3	..	2	..	..	..	2	7
	50-59	..	4	4	2	3	2	..	4	19
	60-69	..	..	..	1	..	..	..	1	2
	80-89	..	..	..	..	..	1	1	1	3
12th Grade Speaking and Listening	1- 9	..	3	..	1	..	..	..	1	5
	10-19	..	8	..	5	..	1	1	4	19
	20-29	..	5	2	2	2	1	..	2	15
	30-39	..	..	..	1	..	..	..	1	2
Reading Skills & Remedial	1- 9	..	3	..	..	..	2	..	1	6
	10-19	..	3	1	2	..	..	..	5	11
	20-29	..	1	1	..	..	..	..	2	4
12th Grade Literature	10-19	..	..	..	..	1	1	..	1	3
	20-29	..	5	1	..	1	..	..	1	8
	30-39	..	..	..	2	1	..	..	2	5
	40-49	1	1	..	..	..	..	1	2	5
	50-59	..	8	4	5	3	..	..	5	25
	60-69	..	1	..	3	1	3	..	..	8
	70-79	..	..	..	3	..	3	..	..	6
	80-89	..	..	..	..	..	2	1	..	3
Total Sample		2	28	8	33	4	24	7	43	149

Approximately half of the teachers spent 10 to 20 per cent of the time on speech in the eleventh grade; but almost no time was given to reading skills.

The pattern for the twelfth grade is similar to that for the eleventh grade. From the ninth through the twelfth grammar and literature were the two areas stressed; the emphasis on literature increased in the eleventh and twelfth grades. A few of the teachers gave time to speech and reading skills, but more attention was given to speech than to reading.

#### Study Hall Responsibility and Policies of Free Periods

Fifty-seven per cent of the teachers reported no study hall supervision, but 30 per cent were responsible for one or two study halls each day. The first part of Table 43 supplied this information. Twenty-three per cent kept one study hall each day; 8 per cent, two each day. A few schools no longer had study halls.

The second portion of Table 43 divides the teachers according to free periods scheduled daily. Seventy-four per cent of the teachers had no free period during the school day; 12 per cent had 1 free period per day, and one teacher had 2. The differences between sexes and among the various sizes of schools with respect to free periods were insignificant; however, 20 per cent of the men had a free period as compared to 11 per cent of the women. An average for the respondents is less than one-fourth of a period, or about

TABLE 43

DISTRIBUTION OF ENGLISH TEACHERS KEEPING STUDY HALLS  
OR HAVING FREE PERIODS

Size of High School										
Number	Less than 200		200-499		500-799		800 or more		Total	
	M	F	M	F	M	F	M	F		
Study Halls										
None	2	15	6	19	1	17	4	2	86	
1	..	5	2	7	3	5	2	10	34	
2	..	5	..	2	..	1	1	3	12	
No response	..	3	..	5	..	1	..	8	17	
Free Periods										
None	1	22	6	24	4	20	5	29	111	
1	1	3	2	4	..	3	2	5	20	
2	..	..	..	..	..	..	..	1	1	
No response	..	3	..	5	..	1	..	8	17	
Total Sample	2	28	8	33	4	24	7	43	149	

nine minutes each day for 60-minute periods.

## Extra-curricular Responsibilities

Table 44 points out the variety and nature of the extra-curricular responsibilities of the teachers. Class sponsor was the principal duty; 54 per cent of the teachers sponsored a class. Thirty-eight per cent were homeroom teachers; 92 per cent had lunch hour, ground, and ticket sales duties. Seventeen to 25 per cent of the teachers directed plays, supervised school publications, supervised the assembly programs, and sponsored other clubs; 10 per cent

TABLE 44

DISTRIBUTION OF ENGLISH TEACHERS ACCORDING TO  
EXTRA-CURRICULAR RESPONSIBILITIES

Responsibilities	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Class sponsor	..	20	6	22	2	15	2	14	81
Subject club sponsor	..	7	4	8	1	6	..	8	34
Homeroom teacher	..	4	4	4	4	15	5	31	57
Coaching speech contestants	..	7	4	1	2	1	1	..	16
Debate coach	..	..	2	..	1	1	..	..	4
Ticket sales	..	9	4	9	1	7	3	6	39
Lunch hour duty	..	13	3	18	2	12	1	5	54
Grounds and corridor duty	..	10	5	11	2	11	3	4	46
Counseling	2	1	..	5	3	3	..	8	22
Supervise school publications	..	7	3	7	..	6	2	7	32
Audio-visual director	..	2	..	..	..	..	2	..	4
Directing plays	..	16	5	8	2	5	..	1	37
Supervise assembly programs	..	5	2	11	2	7	1	4	32
Responsible for school library	..	8	1	2	..	..	..	..	11



TABLE 44 (Continued)

Responsibilities	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Glee Club	..	1	..	1	..	..	..	..	2
Other clubs	..	4	..	7	..	4	2	8	25
Athletic coach	1	..	..	..	..	..	1	..	2
Others	..	4	2	2	1	..	..	3	12
No response	1	3	..	3	..	1	1	3	12
Total Sample	2	28	8	33	4	24	7	43	149

coached speech contestants; 3 per cent coached debate. Many were responsible for two or more activities. A greater per cent of the teachers in the smaller schools were class sponsors as compared to the teachers in the larger schools, while a greater per cent of the teachers in the larger schools were homeroom teachers as compared to those in the smaller schools. Caretaker types of activities and supervision of assembly programs were more numerous in the smaller schools.

#### Time Spent during and after School in Extra-curricular Activities

Table 45 designates the number of hours spent each week during school on extra-curricular duties, while Table 46

TABLE 45

SCHOOL HOURS PER WEEK USED BY THE ENGLISH  
TEACHERS FOR EXTRA-CURRICULAR DUTIES

Hours per Week	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
None	..	3	1	4	..	2	..	2	12
1 - 3	1	5	4	9	3	9	3	12	46
4 - 6	..	4	..	4	1	3	1	8	21
7 - 9	..	2	..	..	..	3	..	3	8
10 - 12	..	2	2	3	..	2	1	2	12
13 - 15	..	1	1	1	..	1	..	2	6
16 - 18	..	..	..	2	..	..	..	1	3
19 - 21	1	..	..	..	..	..	..	1	2
22 or more	..	..	..	..	..	1	..	1	2
Not sure	..	1	..	1	..	1	..	..	3
Varies	..	1	..	2	..	2	..	..	5
No response	..	7	..	7	..	..	2	11	27
Total Sample	2	28	8	33	4	24	7	43	149

gives the time spent after school in such duties. Thirty-per cent of the teachers spent 1 to 3 hours of school time each week on extra-curricular duties; 14 per cent, 4 to 6

TABLE 46

HOURS PER WEEK OUTSIDE OF SCHOOL USED FOR EXTRA-CURRICULAR DUTIES OF THE ENGLISH TEACHERS

Hours per Week	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
None	..	..	1	2	..	1	1	1	6
1 - 3	1	7	3	11	1	10	3	16	52
4 - 6	..	7	2	4	1	4	2	13	33
7 - 9	..	1	..	1	..	1	..	1	4
10 - 12	..	..	1	5	..	4	1	1	12
13 - 15	1	1	1	..	..	1	..	1	5
16 - 18	..	..	..	..	..	2	..	..	2
19 - 21	..	1	..	..	..	..	..	1	2
Undecided	..	1	..	..	..	..	..	..	1
Varies	..	1	..	3	..	..	..	..	4
No response	..	9	..	7	2	1	3	9	31
Total Sample	2	28	8	33	4	24	7	43	149

hours; 8 per cent, 10 to 12 hours; 8 per cent, 15 or more hours; and 8 per cent spent no time during school on such duties. Although extra-curricular duties are heavier for those in smaller schools, the larger schools tend to give

more time during school for such duties.

Table 46 shows that 35 per cent of the teachers spent 1 to 3 hours after school in extra-curricular activities; 22 per cent, 4 to 6 hours; 14 per cent, 10 or more hours per week. Sixty-three per cent spent 1 to 6 hours each week; the mean for the sample is 5 hours per week spent on after school duties. More teachers in the larger schools spent less than 6 hours each week in after-school duties, but in the smaller schools more teachers spent 7 or more hours after school on extra-curricular duties.

#### Methods of Compensation

Related to the problem of extra-curricular responsibilities is the question of compensation for such duties. Table 47 provides the distribution of teachers according to methods of compensation used for extra-curricular duties. Sixty-five per cent of the teachers had no extra pay for these duties; 31 per cent, no adjustment of class load. Since only 5 per cent stated that class loads were adjusted as compensation for extra duties, those checking "no extra pay" may have felt that the term was a sufficient answer for no compensation. Ten per cent received extra pay; 1 per cent, extra pay and a lighter class load as compensation for extra duties.

TABLE 47

METHODS OF COMPENSATION FOR EXTRA-CURRICULAR WORK  
LISTED BY THE ENGLISH TEACHERS

Methods of Compensation	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
No extra pay	2	16	6	19	3	19	6	27	98
Extra pay	..	2	2	4	..	1	3	3	15
Lighter class load	..	3	..	1	..	2	1	1	8
No adjustment of class load	2	7	4	9	1	14	1	9	47
Extra pay and lighter class load	..	1	..	..	..	..	..	1	2
No response	..	2	1	1	1	1	..	..	6
Total Sample	2	28	8	33	4	24	7	43	149

Specific Practices of Teachers

The teachers were asked to check what means they used to care for individual differences in students, what instructional materials they used or would like to use if they were available, what their practices were with respect to the use of tests, how they planned for instruction, and their practices with respect to theme requirements. The sections which follow deal with these items.

TABLE 48

PRACTICES OF THE ENGLISH TEACHERS IN CARING  
FOR INDIVIDUAL DIFFERENCES OF STUDENTS

Practices	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Contract assignments	1	2	2	2	1	4	..	11	23
Individual instruction	2	10	5	12	3	12	4	16	64
Extra drill	1	9	1	12	2	11	2	16	44
Individual assignment	1	8	..	8	3	10	2	12	44
Special reports and projects	1	13	2	21	2	16	3	27	85
Directed study	..	9	3	13	3	11	..	20	59
Diagnostic tests	..	10	2	9	1	5	2	16	45
Allow varying rates of progress	..	7	3	10	2	3	2	9	36
Supplementary directed reading	2	3	2	17	2	10	3	16	45
Homogeneous group- ing school-wide	..	2	..	6	1	8	4	23	44
Grouping within class	..	3	..	2	..	1	..	5	11
Exercises graded according to difficulty	..	2	3	8	..	3	..	5	21

TABLE 48 (Continued)

Practices	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Remedial English classes	..	1	..	..	..	..	..	..	1
No response	5	1	6	..	1	..	..	5	18
Total Sample	2	28	8	33	4	24	7	43	149

Methods Used to Care for  
Individual Differences

Table 48 names the methods used by the teachers to care for individual differences among students. Special reports were the most common means used; 57 per cent of the teachers used this method; 43 per cent used individual instruction; 40 per cent, directed study; 30 per cent, diagnostic tests, supplementary directed reading, extra drill, individual assignments, and homogeneous grouping, school-wide. Twenty-three per cent used varying rates of progress; 14 per cent graded according to difficulty of the task; and 11 teachers reported grouping within classes. Table 48 indicates that these English teachers were aware of individual differences and were attempting to meet the problem by various methods.

Practices and Desires Concerning Use  
of Instructional Materials

Table 49 lists the instructional materials used by the teachers in particular English courses and indicates the materials they would like to use, if available. The total column on the right may be used as a measure of teacher interest in the particular item; the total is merely the sum of all the responses for all the subjects and is not to be compared to the number of teachers. The instructional materials used most often were the bulletin board, films, supplementary texts, pictures, records, and maps and charts. Others used less than the first group were posters, film-strips, supplementary readers, and displays. Those used to some extent were paintings, radios, models, scrapbooks, and television.

The desire to use these instructional materials was less extensive than the use of the materials. The materials desired the most were films; the next were film-strips. Records, pictures, maps and charts, bulletin boards, supplementary readers, supplementary texts, displays, radio, models, and television would be used if made available to many of the teachers.



TABLE 49

# PRACTICES OF THE ENGLISH TEACHERS WITH RESPECT TO INSTRUCTIONAL MATERIALS USED OR DESIRED IN HIGH SCHOOL ENGLISH COURSES

[illegible]

### Practices with Respect to Use of Tests

Since evaluation is a part of every teacher's work, each was asked to indicate the frequency and the type of tests given. Tables 50 and 51 have the responses to both items. Multiple responses were permissible. The teachers tended to give tests more frequently at the end of a unit of a chapter of work. Forty-nine teachers favored weekly tests as compared to 25 favoring daily tests. Thirty-two favored tests near the end of the marking period, while 54 favored tests near the end of the semester.

The principal type of tests employed by the teachers were those of their own making, but 73 per cent preferred printed or mimeographed tests as compared to 48 per cent favoring tests written on the blackboard. One hundred teachers made tests which were a combination of essay and objective; only three indicated that they used objective tests always; and five, that they used the essay tests always.

In order to determine where emphasis is placed in testing, the teachers were asked whether stress was on factual material or thought questions. One hundred one teachers emphasized thought questions; while 69 stressed factual material. Fifty-eight used standardized tests; 67, diagnostic tests.

TABLE 50

PRACTICES OF THE ENGLISH TEACHERS WITH RESPECT  
TO FREQUENCY OF CLASSROOM TESTING

Frequency of Tests	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Daily	1	8	2	5	1	4	..	4	25
Weekly	2	10	4	14	3	13	3	11	49
Near end of marking period	1	6	4	7	2	7	..	5	32
At end of unit or chapter	..	18	5	24	2	23	6	31	107
Near end of semester	..	6	3	10	2	10	1	12	44
Twice a week	..	..	1	..	..	..	..	..	1
As needed	..	..	1	..	..	..	..	1	2
No reply	..	5	..	5	..	..	1	5	16
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 51

PRACTICES OF THE ENGLISH TEACHERS WITH RESPECT  
TO TYPES OF CLASSROOM TESTS

Type of Test	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Teacher-made written on blackboard	2	8	5	12	2	15	5	23	72
Teacher-made printed	2	21	6	20	2	20	5	33	109
Standardized	1	11	4	9	1	10	2	20	58
Diagnostic	1	15	4	8	2	13	4	24	67
Always objective	..	..	1	2	..	..	..	..	3
Always essay	..	1	..	1	..	1	..	2	5
Essay and objective	1	19	5	21	4	18	7	35	110
Stress factual material	1	9	4	16	3	12	3	21	69
Stress thought questions	1	15	4	23	2	18	5	33	101
No response	..	5	..	5	..	..	..	5	15
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 52

PRACTICES OF THE ENGLISH TEACHERS WITH RESPECT TO  
TWO TYPES OF PLANNING FOR INSTRUCTION

Types of Planning	Size of High School								Total	
	Less than 200		200-499		500-799		800 or more			
	M	F	M	F	M	F	M	F		
<u>Long Range Planning</u>										
I accept textbook organization	1	1	1	5	..	..	..	..	8	
I modify textbook organization	1	14	6	18	2	18	5	24	88	
I organize course in outline form	..	8	5	11	3	9	2	23	61	
I write a syllabus	..	2	1	1	..	1	..	2	7	
I follow suggestions in Oklahoma Teaching Guide	..	8	2	10	1	10	1	2	34	
I follow Tulsa Teaching Guide	..	..	..	..	..	..	2	2	4	
No response	..	5	2	6	1	3	1	7	27	
<u>Short Range Planning</u>										
I divide textbook into short units	..	9	5	10	1	11	3	8	47	
I write daily lesson plans	11	8	2	10	1	13	5	11	50	
I write weekly lesson plans	1	9	2	5	1	9	1	21	49	

TABLE 52 (Continued)

Types of Planning	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	<hr/>		<hr/>		<hr/>		<hr/>		
	M	F	M	F	M	F	M	F	
Lesson plans are required	..	2	3	3	1	4	..	6	19
No response	1	5	2	8	1	3	..	7	27
Total Sample	2	28	8	33	4	24	7	43	149

#### Practices Concerning Planning for Instruction

Planning for instruction is another major concern of teachers. Table 52 presents the types of planning done for instruction. One portion of the table gives the long-range planning and the other the short-range planning. Even though 66 per cent preferred weekly or daily lesson plans, 65 per cent used the textbook or a modified textbook organization for long-term planning. Forty per cent organized their courses in outline form.

Table 30 revealed the accessibility of the Oklahoma Teaching Guide for Language Arts; Table 52 points out the number of teachers following its suggestions. Twenty-three per cent followed its suggestions. If they were a criterion of the population, a large amount of resource materials is untouched.

### Practice with Respect to Theme Requirements

Since composition is one of the important areas of English, a description of practices in this area affords another measure of teachers' endeavor to carry out the objectives of the English curriculum. Sixty-eight teachers reported that they required from 1 to 5 paragraphs each week in grammar classes. Forty-five per cent required 1 paragraph each week; 30 per cent, 2; 20 per cent, 3.

Fifty-one teachers required from 1 to 5 paragraphs each week in literature classes. Sixty-five per cent required 1 per week. Thirty teachers required from 1 to 4 paragraphs per week in integrated classes; half of these assigned only 1 per week, but four of them required 2 each month.

The somewhat longer theme of 2 to 5 paragraphs was assigned by 39 teachers in grammar classes; the majority of them asked for 1 per week. Thirty-nine teachers required from 2 to 5 paragraphs in literature classes, and most of the 24 teachers of integrated classes asked for 2 to 5 paragraphs once a week.

Not as many teachers required the 200 to 500 word theme as they did the shorter ones. One or two teachers indicated that they assigned 2 or 4 of these themes each week, but 21 asked for 1 in composition classes; 20, for 1 in literature; 15, for 1 in integrated classes. Seventeen teachers assigned the longer theme every three weeks, four

TABLE 53

PRACTICES OF ENGLISH TEACHERS WITH RESPECT TO  
TYPE AND NUMBER OF THEMES PER WEEK

		Size of High School								
Types of Themes	Number per Week	Less than 200		200-499		500-799		800 or more		Total
		M	F	M	F	M	F	M	F	
One para-graph in composition classes	1	..	6	1	10	3	6	1	4	31
	2	..	3	5	..	..	5	1	6	20
	3	..	2	..	1	..	..	..	11	14
	4	..	..	..	..	..	..	..	1	1
	5	1	1	..	..	..	..	..	..	2
One para-graph in literature classes	1	..	8	4	4	3	5	2	7	33
	2	..	2	1	..	..	4	..	3	10
	3	..	1	..	1	..	1	..	..	3
	4	..	..	..	2	..	1	..	1	4
	5	1	..	..	..	..	..	..	..	1
One para-graph in integrated English	1	..	2	2	1	1	4	2	3	15
	2	..	1	..	..	..	1	1	1	4
	3	..	3	..	1	..	..	..	3	7
	4	..	..	..	..	..	1	..	..	1
Two to five paragraphs in composi-tion classes	1	..	5	3	5	..	3	1	5	22
	2	..	4	..	4	..	..	..	1	9
	3	..	1	..	..	..	..	..	1	2
	5	..	1	..	..	..	1	..	..	2
Two to five paragraphs in litera-ture classes	1	..	5	2	7	1	4	3	5	27
	2	..	2	1	2	..	4	1	..	10
	3	..	..	..	..	..	..	..	1	1
	4	..	..	..	1	..	..	..	..	1
Two to five paragraphs in inte-grated English	1	..	2	2	1	..	2	3	6	16
	2	..	2	..	2	..	1	..	..	5
	3	..	1	..	1	..	..	..	1	3



TABLE 53 (Continued)

Types of Themes	Number per Week	Size of High School								Total
		Less than 200		200-499		500-799		800 or more		
		M	F	M	F	M	F	M	F	
<hr/>										
200 to 500										
word theme	1	..	5	..	5	..	5	..	4	20
in litera-	2	..	1	1	..	..	..	..	..	2
ture classes	4	..	..	..	..	..	1	..	..	1
200 to 500										
word theme	1	2	7	1	4	..	4	1	2	21
in composi-	2	..	..	1	1	..	..	..	1	3
tion classes	3	..	..	..	..	1	..	..	..	1
200 to 500										
word theme	1	..	5	..	3	..	3	1	3	15
in inte-	2	..	..	1	1	..	..	..	3	5
grated	4	..	..	..	..	..	..	..	1	1
English										
Other responses:										
One paragraph in composition and literature										
One every 2 wks.		..	3	1	1	..	..	..	..	5
One per month		..	..	..	..	..	..	..	1	1
200 to 500 words										
One every 3 wks.		..	..	..	..	..	1	..	3	4
One every 4 wks.		..	..	..	..	..	..	2	2	4
One every 6 wks.		..	1	..	1	..	2	..	2	6
One every 9 wks.		..	1	..	1	..	..	..	..	2
One every semester		..	1	..	..	..	..	..	..	1
No regular theme writing										
		..	8	4	..	..	2	3	2	19
No response										
		..	5	..	5	..	2	1	6	19
<hr/>										
Total Sample		2	28	8	33	4	24	7	43	149

weeks, six weeks, nine weeks, or each semester. Nineteen teachers stated that they had no regular theme writing.

According to Dusel's study,<sup>1</sup> Oklahoma teachers have an endless task. He found that it took 8.6 minutes to read 250 words and write the kind of comments on the paper that are of value to the student. Those who require the longer theme each week must believe that practice of writing is beneficial to the student whether graded or not.

#### Secretarial Services Available

Duplication of materials, exercises, and tests is a must for any teacher. Table 54 indicates the distribution of teachers according to availability of secretarial services. Twenty-seven per cent reported no secretarial services; 33 per cent had typing service; 41 per cent, duplicating services; 27 per cent had standardized tests administered for them; 23 per cent had help marking standardized tests; 10 per cent reported a student helper. This description is another indication of handicaps under which the majority of English teachers must operate.

#### Supervision of Teachers

Since the task of supervision is to improve teaching and free the teacher from many of the routines and tensions

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<sup>1</sup>William John Dusel, "Professional Responsibilities of English Teachers and Conditions of Instruction in California Secondary Schools" (unpublished Ph. D. dissertation, Stanford University, 1956).

TABLE 54

TYPES OF SECRETARIAL SERVICES AVAILABLE  
TO ENGLISH TEACHERS

Services	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
None	..	10	4	11	3	5	1	7	41
Typing of tests or exercises	1	7	3	8	..	7	2	21	49
Duplicating themes, tests, exercises	1	7	5	7	..	12	6	24	62
Administering standard tests	1	3	..	8	..	10	3	15	40
Marking standard tests	..	4	..	6	..	6	3	16	35
Student helper	..	1	1	3	1	1	..	8	15
No response	..	1	..	..	..	1	..	..	2
Total Sample	2	28	8	33	4	24	7	43	149

of teaching, the nature and extent of supervision in the schools will describe the extent of professional improvement in them.

#### Supervision Received

Table 55 portrays the nature of the supervisory relationship existing in the schools. Forty-four teachers reported occasional visits made to classrooms, but only seven

TABLE 55

NATURE OF SUPERVISORY RELATIONSHIP  
REPORTED BY ENGLISH TEACHERS

Nature of Supervisory Relationship	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
No concern about teaching methods	..	4	2	5	..	5	5	4	25
No concern about teaching problems	..	1	1	5	..	..	3	2	12
Occasional visits made to classroom	2	6	2	11	4	7	2	10	44
Frequent visits made to classroom	..	3	1	3	..	..	..	..	7
Confined primarily to conference with supervisor	..	6	3	2	..	1	..	5	17
Confined to group or faculty meeting	..	11	4	11	2	11	3	22	61
Consists of class- room visitation, conferences, and faculty meetings	2	5	2	11	2	6	1	12	43
Supervisor has too many duties	..	2	..	2	..	..	1	3	8
No supervisor	..	..	1	3	..	1	..	2	7
Help from principal when needed	..	1	..	..	..	..	..	..	1

TABLE 55 (Continued)

Nature of Supervisory Relationship	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Complete freedom in teaching	..	..	..	1	..	..	..	..	1
In-service training weekly	..	..	..	..	..	1	..	..	1
No response	..	8	3	8	..	7	2	10	38
Total Sample	2	28	8	33	4	24	7	43	149

teachers specified frequent visits. Forty per cent stated that supervision was confined to group or faculty meetings, while 22 per cent indicated that supervision consisted of classroom visitation, conferences, and faculty meetings. About one-sixth felt there was no concern for their teaching methods; 8 per cent believed no one was concerned with their teaching problems. A few said the supervisor had too many duties for proper supervision and 7 reported they had no supervisor.

Table 56 gives the activities involved in the supervision given to the teachers. First in rank was selecting and organizing teaching materials; second was keeping the administration informed of needs, and third was preparing

TABLE 56

NATURE OF SUPERVISORY ACTIVITIES  
REPORTED BY ENGLISH TEACHERS

Nature of Supervisory Activity	Size of High School								Total	
	Less than 200		200-499		500-799		800 or more			
	M	F	M	F	M	F	M	F		
<u>Concerned with:</u>										
Administrative details	..	2	1	3	..	4	3	11	24	
Selecting and Organizing Teaching Materials	1	13	1	8	2	11	4	19	59	
Preparing Courses of Study	..	8	1	5	2	7	3	15	41	
Comparing differ- ent methods of instruction	1	4	4	2	..	5	1	6	23	
Planning and carrying out testing programs	1	9	1	5	..	9	1	10	36	
Conducting research to improve instruction	1	3	2	4	..	3	1	10	24	
Providing pro- fessional literature	1	6	1	2	1	7	2	14	34	
Keeping admin- istration informed of my needs	1	8	5	8	2	8	2	15	49	
Studying curriculum reorganization	..	..	1	..	..	..	..	..	1	

TABLE 56 (Continued)

Nature of Supervisory Activity	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Concerned with:</u>									
Studying grouping abilities	..	..	1	..	..	..	..	..	1
Studying public relations	..	..	..	..	..	..	1	..	1
No response	..	5	2	3	..	7	2	7	26
Total Sample	2	28	8	33	4	24	7	43	149

courses of study. Thirty-six reported supervision concerned with planning and carrying out of testing programs; 34, with the provision of professional materials. Improving instruction and administrative details were a part of the supervision of 20 or more teachers.

Supervision was found more in the larger schools than in the smaller schools and the activities were more numerous in the larger schools than the smaller ones.

Summary

The average teacher in the North Central high schools of Oklahoma met 5 classes daily, made 3 preparations daily, spent 6 to 10 hours each week preparing for classes, at least 10 hours weekly grading papers, and 6 hours each week in clerical duties connected with teaching.

The average teacher met 135 students each day with an average class of 28. Speech, journalism, a language, or history was the other subject commonly taught by the English teacher.

The traditional four--Freshman and Sophomore English, American literature, and English literature--were the more common offerings, usually organized on the basis of one semester of grammar and composition alternated with one semester of literature with literature receiving greater emphasis in the eleventh and twelfth grades.

The average teacher had no free period in the school day, but could expect a number of extra duties that required 3 hours of school time each week and 5 hours after school each week. No compensation was allowed for these duties.

The most common methods of caring for individual differences were special reports, individual instruction, and directed study. The most frequently used test was the essay-objective, printed test given at the end of a unit or chapter.



The modified textbook organization was the most common long-range planning; weekly and daily lesson plans, the most common short-range planning.

The average English teacher required at least 1 short theme every week. Secretarial services in the schools were limited. Supervision was mostly routine, carried on in faculty meetings.

## CHAPTER IV

### PROBLEMS AND OPINIONS OF THE ENGLISH TEACHERS

The purpose of this chapter is to present the principal problems experienced by English teachers in North Central Association high schools in Oklahoma and to give opinions of this experienced corps of teachers concerning factors related to their teaching loads, teaching facilities, preparation for teaching English, and teaching objectives. Comments of the teachers have been added to tabular data on problems, on preparation, and on teaching objectives.

Space was provided on the questionnaire for teachers to name their principal problems and to elaborate on them with comments, for them to enumerate opportunities for visitation and observation in other schools, to report the adequacy of school facilities, to designate the number of themes one could grade each week, to indicate the number of students in a class for effective speaking experiences, to declare the maximum number of class preparations a teacher should make daily, to depict the adequacy of number and scope of courses in the teaching of English, to list topics and activities appropriate and valuable in courses in the

teaching of English and to elaborate on the weaknesses in training programs with comments, to express a degree of competency on meeting teaching objectives for various phases of English, and to comment on weaknesses in the high school English program.

#### Problems Indicated by Teachers

The questionnaire suggested certain problems which might interfere with teaching efficiency. The teachers were asked to check these and comment on them or list other problems. Table 57 identifies these problems. Several teachers merely checked the problems; others made specific comments. Inspection of the table reveals that rank order of problems merely checked and those checked and commented on are not the same. Problems which concerned teachers most were teaching loads, caring for individual differences, effective motivation of students, instructional materials, and outside readings.

A comparison of the sexes with respect to the problems of highest rank depicted variations between them. Sixty-six per cent of the men found individual differences a difficulty as compared to 27 per cent of the women. Sixty-six per cent of the men indicated teaching loads were too heavy as compared to 27 per cent of the women. Effective motivation was a problem for 43 per cent of the men and 48 per cent of the women. Sixty per cent of the men and 20 per cent of the

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TABLE 57

PRINCIPAL PROBLEMS EXPERIENCED BY ENGLISH TEACHERS  
REPORTED WITH AND WITHOUT COMMENTS

Problems	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>With Comments</u>									
Individual differences	1	4	4	3	..	5	1	6	24
Teaching load	..	8	3	7	2	7	2	11	40
Extra-curricular	..	5	3	4	1	6	1	4	24
Pupil personnel	..	3	2	4	..	4	1	5	19
Effective motivation of students	..	4	2	6	1	3	2	15	33
Instructional materials	..	5	3	4	..	5	2	7	26
Planning instruction	..	2	2	6	..	3	1	4	18
Supervisory problems	..	..	2	1	..	..	..	..	3
Problems of outside readings	1	5	4	5	1	4	..	7	27
Opportunity for study	..	2	3	3	..	2	..	4	14
Others	..	..	2	..	..	..	..	1	3
Total	2	38	30	43	5	39	10	64	231
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 57 (Continued)

Problems	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Without Comments</u>									
Individual differences	1	4	4	8	1	4	1	9	32
Teaching load	1	3	2	8	1	4	..	4	23
Extra-curricular	..	3	3	6	..	..	1	4	17
Pupil personnel	..	..	1	1	..	1	1	5	9
Effective motivation of students	1	7	4	5	..	6	..	8	31
Instructional materials	..	..	2	5	1	3	..	4	15
Planning instruction	..	..	..	1	..	1	..	2	4
Supervisory problems	..	..	1	1	..	1	..	1	4
Problems of outside readings	..	3	1	4	1	2	1	5	17
Opportunity for advanced study	..	..	..	2	..	3	2	3	10
Others	..	2	..	1	..	..	..	5	8
Total	3	22	18	42	4	25	6	50	170
No response	..	5	..	5	..	2	2	5	
Total Sample	2	28	8	33	4	24	7	43	149

women had insufficient instructional materials; 43 per cent of the men and 25 per cent of the women found extra-curricular activities too heavy. The data intimates that the men had more problems than the women; experience is no doubt a factor in the matter.

With respect to the highest ranking problems, the smallest and the largest schools showed little difference in the area of caring for individual differences; both had fewer problems in this area than the two middle-sized schools. The middle sizes of schools also had greater teaching loads than the other schools. Extra-curricular activities were somewhat greater problems in the smaller schools than the larger schools. There was relatively no difference in the area of student motivation among the schools; approximately 40 per cent of all the schools had problems in this sphere.

#### Specific Comments Made by Teachers

Comments given by the teachers enliven the data. Quoting was done without reference to sex or size of schools. Comments were divided according to categories in the questionnaire; some of them belong in more than one category, but the principal idea determined their placement.

#### Comments Concerning Problems of Individual Differences

A few teachers were concerned with the problems of the slow learner; some, with the brighter student; others,

with the wide range of abilities. Representative comments about the slow learner were:

I am not able to do enough in this area.

I am teaching freshmen rated as quite poor scholastically. This makes the teaching of grammar and composition very difficult. It is possible some will never get it?

How can one interest the slow student in comparison with the "A" student?

I have never found a way to reach all the slow students; they lack background to do the work.

Thirty-six seniors from slow moving groups suddenly thrown into accelerated English literature classes?

Two comments illustrate the views of those interested in the brighter student:

More effective work could be done for the brighter pupils if more time could be devoted to them individually.

Slow students hold back the good students.

Many of the teachers worried about differences in abilities. The following statements represent these views:

There are so many students with widely varied levels of reading abilities.

We have kids with reading levels from grade 3-8 in the junior and senior classes. There is no division and allowance made in the program for differences.

Students of all abilities in one class just because it is English II is a problem. This is the same as trying to mix blue paint with black and arrive at the color yellow. Normally one would get a "blob" of mixed-up colors; this likewise is happening to our teaching of English.

There is too much difference in mental abilities of students. Some need a greater challenge, while I have some who can neither read or write.

The range is so tremendous that it is difficult to provide for those who are competent to do really good research and those at the extreme opposite barely able to read Readers' Digest.

My class of 80 I.Q. have so many differences--mostly in amount of effort they put out.

During a unit on Shakespeare we need ability grouping.

There were a number of general comments that provide further insight.

There is no time to think about them (the students), let alone administer to them.

There is no time for conferences with students.

Too many pupils per class to do much individual instruction.

Too many students to handle effectively.

Too many students have been passed on basis of parents' wealth and social standing.

Our students are divided according to ability. There is not enough variety in the group load to keep abreast of all learning situations.

These opinions indicate that the teachers were aware of individual differences among students and that there was a constant challenge to provide for these differences in the face of heavy teaching loads and limited time.

#### Comments Concerning Teaching Load

Teaching load is another of the high ranking problems of teachers. Data as to teaching loads in terms of classes per day, total enrollment, size of classes, and number of preparations per day were discussed in Chapter III. The following views afford teacher reaction to such loads.



English cannot be effectively taught, practiced, and checked with 40 students in class.

I have no free time; a senior study hall of athletes keeps me more than busy during study hall period.

I have too many students per period and too many preparations.

I have no free periods and with such a large study hall my attention must be directed toward keeping the room quiet.

The problem of too many students is enough to cause any one to quit.

Too many to reach individuals who need help badly.

Over 200 students each day speaks for itself.

Three classes plus library are too much for one person.

No English teacher should teach English more than 15 hours per week.

Great variety of subjects offered, but every teacher loaded to capacity. Seven periods in a day, beginning at 8 and going until 4--an attempt to have smaller classes with the same overload of students.

I am teaching a seventh grade English class due to lack of sufficient staff. This detracts from time I should spend in special instruction with juniors and seniors.

Classes are too large for one to do any work with individual students. There is no free time.

I have no free time; I need a period for conferences with students.

I have no free time or study hall to do any preparations or help slow students.

Too many classes cause the teachers to work after school on grading.

Classes are so large there is not enough time to grade compositions.

My teaching load contains too many pupils to allow me to grade themes adequately and as frequently as they should be.

One free period which I have is used in counseling. This leaves all school work to be done after 4:00.

Four preparations, director of plays, speech activities, publications, no time to treat any one adequately.

Too many outside activities to sponsor plus 5 classes per day.

In this school Vocational Home Economics and Vocational Agriculture classes are limited to 15 students. Each vocational teacher has one free period; one has 3. Clerical work cannot be done in class.

The preceding comments expressed how deeply teachers feel the weight of so many classes, too many pupils, too many preparations, with no free time to do an effective job.

#### Views on Problems Concerned with Extra-curricular Activities

Two aspects of extra-curricular activities, effects of too many activities on students and extra work placed on teachers, were reflected in the following statements.

Comments with respect to the first were:

Students are out too much for activities; there is too much stress on extra-curricular.

The pupils have a problem here, too many clubs and activities during school time--too much athletic emphasis.

Athletics, pep club, social affairs seem more important to most students. Students feel the teachers dare not fail them and many do as little work as possible. Some even tamper with grades to insure eligibility of athletes.

A number of the teachers felt that the extra-curricular duties consumed too much time and reduced teaching efficiency.

Pep club and library take all the time that could be well spent for class preparations.

The load is so tremendous that it leaves no time for normal duties that should be the responsibility of a good instructor.

The activities are sometimes so heavy that you are too tired to concentrate on your main job--teaching.

Pep club takes too much time for planning and supervision from the time I need for English planning.

School publications require more work, yet I have no free period.

There is too much for one to do; the outside work makes me physically and mentally tired.

It takes a lot of time to sponsor the senior class and raise \$1500 for a senior trip.

To direct two 3-act plays and five 1-act plays is too much.

Journalistic duties take more time than they should.

Forty-one teachers indicated that extra-curricular duties were overloading students and teachers.

#### Comments Related to Pupil Personnel

These comments covered a wide range, but indicated that the teachers were cognizant of the many difficulties that affect the teaching situation. Their remarks were:

The popular standard is to get a "D." They lack any goal in school or in life.

We have no time for discussing problems; there is no chance for private conferences.

We have a large Indian enrollment for whom English is difficult. We have the integration of Negroes whose background is very inadequate. There are too many low I.Q. in one class. We need more time for conferences.

Our students lack ambition; they have a get by attitude.

Pupils who have no interest in school and are in school only because the law says they must attend or because their parents say they must attend, but the parents don't care what grades they make are problems.

Large class size prohibits my doing nearly as much personal counseling and individual teaching as I know should be done.

Pupils' personal problems are so great that they can find no interest in or time for English.

My weak students dislike English.

An increasingly large number of students are upset because of broken homes. Many have financial difficulties because of early marriages.

We do not have enough knowledge of our students' backgrounds and problems.

These were problems that affected the teaching of English in the various schools.

#### Opinions Related to Motivation of Students

Sixty-four teachers stated that effective motivation of students in English classes was a very difficult task.

Their comments emphasized the gravity of the problem.

So many outside interests capture students that it is hard to motivate learning. Learning can't be as effortless as watching T.V. or a movie--or as active as sports. Some is just study.

The few who do not care have to be coaxed along. Oh, yes, they want to pass. Their jobs outside of school require so much time that pupils do not have time to do their extra assignments.

My students work; they dislike English. They have no time for home work.

Too many students are not striving for quality. They are interested only in passing the course.

Low morale from many of rural students; also from the usual group of unambitious. Our auditorium is too small to take care of enrollment; hence a lot of skipping during assembly.

Too many unteachables. These return year after year to the same teacher if they receive failing grades.

Sometimes it is difficult to make students see the value of knowing good literature.

Students who are college bound are no problem. Students who are undecided about careers want only immediately practical skills.

The students have an "inborn" hatred of English.

Because of varying degrees of good English practices in home environment, difficulty is realized in promoting a great desire in many pupils to strive for high attainment.

The entire student body as a whole has an extremely poor attitude toward academic achievement.

There is a school-wide perhaps state or nation-wide attitude of apathy toward learning.

Too many students, too much to teach, to even have time for motivation. Repetition and rote memory are forced on us.

Perhaps too much English is required of students not planning on higher education. This lack of variety tends to sour students on English.

I have great difficulty in motivating my remedial classes.

My goal is to inspire my pupils to follow individual trails of learning; thus motivation is a constant problem.

It was not difficult to see from these comments why motivation was second in rank among the problems confronting the English teachers.

# Comments Regarding Instructional Materials

Forty-one teachers reported inadequate instructional materials; twenty-six commented on the problem.

Does anyone ever have enough?

We need records and films and a place to use them.

We have no materials except the adopted text.

Very little instructional materials are given.

We have none available; the library is poorly equipped.

We have a definite shortage of dictionaries, maps, and visual aids of all sorts. In other words, we have almost nothing except county films and texts. I don't even have texts in grammar.

Too few materials for blanket use in more than one or two classes, thus making additional preparations.

Lack enough textbooks for each individual in each class.

Are unable financially to purchase materials for remedial group.

Our weakest point is lack of duplicating machines for department work.

No room in facilities for bulletin board and display area.

We need more film equipment, record players, and records for poetry reading.

We need up-to-date films of literary sources.

School doesn't have sufficient funds to purchase adequate materials.

Very low this year on money; nothing added--no records for pronouncing Chaucer or Anglo-Saxon English, etc. Nothing on Macbeth or Shakespeare's songs for enrichment.

The major concern in the problem of instructional materials was the insufficient supply for effective teaching.

## Views on Planning for Instruction

Although planning for instruction ranked eighth in the list of problems, twenty-two teachers had some trouble with planning for instruction. Remarks pinpoint the difficulty.

I have no time at all for preparation during the school day.

No planning period. Some school planning cuts into class planning. So much emphasis is being placed on science that planning and carrying out plans for ordinary tool subjects is neglected.

School schedules for each day planned poorly. Variation in minutes of class time.

I need a planning period.

I have too many preparations (5). We are strongly urged to give much homework and very frequent tests. This requires so much grading time that it is difficult to prepare adequately 5 different lesson plans.

No time at school for planning. I do it all nights at home.

Interruption of classes and absences of the superior students in representing the school in activities make it difficult to plan for a day or a unit.

The whole set-up for teaching English is different from my high school, college, or teaching experiences. Learning to handle this method causes difficulty--both in preparation and knowing what to expect from students (Core).

Hard to find time for adequate planning, after all only 24 hours in a day.

I have too many extra "co-curricular" duties that take all my time. I am left no real amount of time to prepare for classes.

Always left until the last--seldom find time for it.

From the comments, finding time seemed to be the chief difficulty in the way of good planning for instruction.

#### Comments Concerning Outside Readings

Outside readings ranked fourth in the list of problems; forty-four teachers reported difficulty with outside readings, and twenty-seven pointed out a few of the difficulties of the problem.

Some can't read. Some carry jobs and do not have time to read. Readers' Digest and Omnibook volumes have been accepted. Is that better than promoting dishonesty?

We lack outside library facilities.

Students are reluctant to read varied materials. A few students fail each year because of their failure to do outside readings and report on them.

Some pupils not interested in reading. No course available for poor readers.

I would like to give more directed reading, but there isn't time.

Students seem to have so many outside activities they have little time for outside readings.

The problem is motivating poor readers; they usually don't like to read.

Book reports not worked out satisfactorily.

T.V., ballgames, and other things interfere with outside readings.

Facilities not always adequate, but lack of time is the greatest problem.

I can't seem to inspire students to read. I know there is dishonesty in reports.

I feel some are not reading. I let them write reports in class.



They copy written book reports, but oral book talks take too much time.

Extra-curricular activities take too much time for them to read.

Most of the students hate to read, mainly because we have no grade school books in the high school library.

We have no remedial classes; the students do not know how to read.

Such remarks reveal why this was one of the hard spots in teaching English.

#### Views Concerning Advanced Study

Although a large per cent of the respondents had master's degrees, and others were working toward the degree, a few had no advanced study record. Their statements suggested many of the hindrances to advanced study.

I feel I need to badly, but I have family responsibilities.

The salary is too low to provide summer study and there is certainly no time left even on the week-end to allow advanced study.

I am not financially able to take courses I need. I will have to work in the summer in order to be able to teach next year.

Opportunity near; lack of time prohibitive.

Have so many papers to grade at home--no time for study.

I am doing some correspondence work to complete qualifications for my certificate.

There is simply no time for this if I do as good a job teaching and grading papers as I think I should.

I have no time for my own recreation and enjoyment and this causes me to occasionally resent teaching.

No time off for study. We should be paid for advanced study.

With salary scale so low one cannot always study as one chooses.

Lack of time, lack of means, and the responsibility of a family hindered teachers from doing advanced study.

#### Remarks Related to Supervision

Only three teachers made comments about supervision.

They were:

There is not enough supervision.

There is no contact with the administration.

Practically refuse new ideas--"We did it that way last year," as excuse for anything.

#### Random Comments

Some comments not placed in listed categories were:

Discipline is hard; a group of boys extremely hard to handle.

Discipline is not strict enough throughout the system.

All teachers need to be teachers of English--too much variation in what is acceptable, particularly written work in various classes.

Needs to be a faculty coordinated campaign for better writing and spelling along with neatness.

Grouping of classes not done on a sound basis--inadequate testing, tendency of teachers to place discipline problems rather than achievers in remedial groups.

Not enough hours in day nor enough physical strength to have the practice writing carefully checked and then corrected by students to develop good habits in them. They are weak in mechanical details that should have been mastered several grades back.

All remarks may be considered as significant to the teachers who made them and pointed to possible areas of improvement in the various schools.

#### Opportunity for Visitation and Observation

Since professional growth of teachers must be continuous, every school should have in-service training programs to further that growth. One of the most common ways to secure new ideas and obtain suggestions for problems that arise in the classroom is by observing master teachers. Table 58 provides the distribution of the teachers according to opportunity for visitation and observation in other schools. The first part of the table reflects the existence of such opportunities; the second part depicts the frequency of the visits. Seventy-six per cent of the respondents stated there were no opportunities for visitation provided in their schools. The twenty-four per cent who had the opportunity were not too definite as to the frequency of these visits; only 40 per cent stated a specific time, once a year. Evidently school administrators and supervisors are yet unconvinced as to the value of such training.

#### Adequacy of Facilities

Several comments presented earlier in the chapter referred to poor facilities. Since adequate facilities are necessary for optimum teaching conditions, the teachers were asked to rate four of the most needed facilities. Table 59

TABLE 58

OPPORTUNITY AND FREQUENCY OF ENGLISH TEACHER  
VISITATION IN OTHER SCHOOLS

Visitations	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Opportunity</u>									
Yes	2	5	1	5	1	7	1	8	30
No	..	17	7	20	3	16	5	30	98
No response	..	6	..	8	1	1	..	8	21
<u>Frequency</u>									
Once a year	1	3	..	4	..	4	..	..	12
Twice a year	..	..	..	..	..	1	..	..	1
Seldom	1	..	1	1	..	..	..	1	4
As teacher desires	..	2	..	..	..	1	1	5	9
Occasionally	..	..	..	..	1	..	..	2	3
Have asked but hasn't been granted yet	..	..	..	..	..	1	..	..	1
Total Sample	2	28	8	33	4	24	7	43	149

TABLE 59

## ADEQUACY OF FACILITIES AVAILABLE TO ENGLISH TEACHERS

Facilities	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
<u>Blackboard</u>									
Totally inadequate	..	..	..	..	..	1	..	3	4
Below average	1	2	..	3	1	2	..	2	11
Fair	..	10	4	12	1	7	..	8	42
Above average	..	3	1	4	1	7	3	14	33
Totally adequate	1	10	3	10	1	6	4	16	51
No response	..	3	..	4	..	1	..	..	8
<u>Library</u>									
Totally inadequate	..	..	1	..	..	..	..	1	2
Below average	1	5	1	3	..	3	1	5	19
Fair	..	5	3	12	1	7	1	14	42
Above average	1	11	3	11	2	8	4	12	52
Totally adequate	..	4	..	3	1	5	1	11	25
No response	..	3	..	4	..	1	..	..	8
<u>Duplicating Service</u>									
Totally inadequate	..	..	..	2	1	..	..	4	7
Below average	..	..	..	2	..	1	..	4	7
Fair	1	8	3	8	2	6	3	12	43
Above average	..	10	3	8	..	10	3	15	49
Totally adequate	1	7	2	9	..	6	2	8	34
No response	..	3	..	4	1	1	..	..	9
<u>General Room Space</u>									
Totally inadequate	..	4	..	..	1	2	..	4	11
Below average	..	..	1	2	..	2	..	4	9
Fair	1	8	4	13	1	8	1	18	54
Above average	..	7	3	8	1	8	2	8	37
Totally adequate	1	6	..	6	1	3	4	9	30
No response	..	3	..	4	..	1	..	..	8
Total Sample	2	28	8	33	4	24	7	43	149

records the ratings of blackboard space, library, duplicating services, and general room space. Sixty per cent rated their blackboard space as above average or totally adequate; 30 per cent as fair. Fifty-four per cent classed their libraries as above average or totally adequate; 30 per cent, as fair; 14 per cent, as totally inadequate. Fifty-eight per cent rated duplicating services as above average or totally adequate; 30 per cent, as fair. Forty-seven per cent rated general room space as above average or totally adequate; 38 per cent, as fair; and 14 per cent, as below average or totally inadequate.

The larger schools had a greater percentage of above average blackboard space, but there was little difference in the library facilities among the various sizes of schools. The smaller schools rated higher in duplicating services, but all divisions of schools rated about the same on general room space.

#### Opinions Related to Teaching Load

Teaching load was one of the high ranking problems checked by the teachers; many of their comments pointed out that they did not have time to grade themes, that classes were too large for oral talks and discussions, and that they had too many daily preparations to make. The teachers were questioned about the number of 250 to 500 word themes that could be graded in a week, about the number of students in a class for effective speaking experiences, and about a maximum

number of daily preparations. Table 60 records their responses to these questions.

Answers on the grading of themes were doubtless given on the basis of class loads at the time. Five teachers reported they had no time to grade themes; 16 per cent said they could grade 10 to 39 each week; 28 per cent, 40 to 69; 16 per cent, 70 to 99; 20 per cent, 100 to 129; 9 per cent, 130 to 159; and 5 per cent, over 160 themes each week. The average number of themes that could be graded each week was 80. According to Dusel's study<sup>1</sup> this would require 11.4 hours of grading time if the themes were only 250 words long. Those who designated 100 or more themes had an almost impossible grading task.

Fifty-five per cent of the teachers favored the class range of 20 to 29 for effective speaking experiences; 30 per cent, the 10 to 19 class range. The average class size for speaking experiences was 18 students.

Forty-six per cent preferred a maximum of 3 daily class preparations; 36 per cent, 2; 3 was the average of responses on maximum daily class preparations.

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<sup>1</sup>William John Dusel, "Professional Responsibilities of English Teachers and Conditions of Instruction in California Secondary Schools" (unpublished Ph. D. dissertation, Stanford University, 1956).

TABLE 60

OPINIONS OF ENGLISH TEACHERS ON NUMBER OF THEMES  
TO BE GRADED WEEKLY, NUMBER OF STUDENTS  
IN CLASS FOR GOOD SPEAKING SITUATIONS,  
AND NUMBER OF DAILY PREPARATIONS

Number of	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Themes to be graded									
None	..	1	..	1	2	..	..	1	5
10 - 29	..	4	..	3	..	4	2	8	21
40 - 69	..	12	2	5	..	5	2	12	37
70 - 99	..	9	..	3	1	2	1	5	21
100 - 129	..	1	3	6	..	6	1	9	26
130 - 159	..	1	1	7	..	2	1	..	12
160 - 189	..	..	..	..	..	3	..	..	3
190 - 219	..	..	..	..	1	..	..	3	4
Very few	..	..	..	..	1	..	..	1	2
Depends on load	..	..	..	3	..	..	..	..	3
No response	1	..	1	5	..	2	1	5	15
Students in class for good speaking situations									
5 - 9	..	2	1	1	..	1	1	6	12
10 - 19	..	8	5	7	2	6	2	11	41
20 - 29	1	16	2	19	1	13	3	18	73
30 - 39	..	1	..	1	..	1	..	2	5
No response	1	1	..	5	1	3	1	6	18
Teacher preparation									
1	..	..	..	..	..	..	..	1	1
2	..	4	2	7	1	10	3	20	47
3	..	11	5	18	1	9	2	13	59
4	1	7	1	2	..	1	1	1	14
5	..	2	..	1	2	..	..	..	5
6	..	..	..	..	..	..	..	1	1
No response	1	4	..	5	..	4	1	7	22
Total Sample	2	28	8	33	4	24	7	43	149



Adequacy of Number and Scope of Courses  
in the Teaching of English

In Chapter II, Tables 25 and 26 gave the type of courses which teachers had taken in the teaching of English and semester hours received in the courses. Table 61 describes the way teachers felt about the number of courses and the scope of courses. Each response is recorded on the basis of hours earned in the courses. Sixteen per cent of

TABLE 61

OPINIONS OF ENGLISH TEACHERS CONCERNING ADEQUACY  
OF NUMBER AND SCOPE OF COURSES  
IN THE TEACHING OF ENGLISH

Semester Hours in Courses	Adequacy of Number of Courses			Adequacy of Scope of Courses		
	Yes	No	No reply	Yes	No	No reply
None	..	..	24	..	..	24
2 - 4	17	11		15	13	
5 - 7	10	13	1	9	14	1
8 - 10	7	5	1	7	5	1
11 - 13	4	7		4	7	
14 - 16	6	5	1	6	5	1
More than 16	9	3		9	3	
No response			29			29
Total	53	44	56	50	47	56

the teachers had no credit in the teaching of English. Those with credit were divided almost evenly on the questions of adequacy of number of courses and scope of courses. Fifty-four per cent considered the number of courses adequate; 51 per cent believed the scope of courses adequate. Increasing the credit hours is not an answer to adequacy of preparation in courses in the teaching of high school English.

Topic or Activity Valuable in Courses  
in the Teaching of English

Related to credit hours in a course and the scope of a course is subject matter treated in a course. The teachers checked certain topics or activities which they believed appropriate or valuable in courses in the teaching of English. Table 62 presents the list of topics which were regarded as valuable in the teaching of English. The four highest ranking topics were a rapid review of the content of high school English courses, an analysis of several representative textbooks, attention to problems of individual differences, and attention to problems of outside readings. Next in rank were construction of teaching aids for English classes, analysis of standardized tests in high school English, and analysis of several workbooks in high school English.

Several believed attention should be given to selection of commercial teaching aids; and a few felt attention should be given to the teaching of high school reading.

TABLE 62

OPINIONS OF ENGLISH TEACHERS ON TOPIC OR ACTIVITY  
APPROPRIATE AND VALUABLE IN COURSES  
IN THE TEACHING OF ENGLISH

Topic or Activity	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
A rapid review of content of high school English courses	1	22	8	23	3	15	4	23	99
Analysis of several represent- ative textbooks	1	19	4	21	2	16	5	26	94
Analysis of several workbooks in English for high school	1	18	4	17	2	11	2	25	80
Analysis of stand- ardized tests in high school English	..	16	4	18	2	15	3	24	82
Construction of teaching aids for English	..	12	6	19	3	18	4	27	89
Selection of com- mercial teaching aids for English	11	7	2	11	2	9	4	14	49
Attention to prob- lems of individual differences in students	1	17	5	20	2	17	5	25	92
Attention to problems of out- side reading	1	18	7	20	3	17	4	22	92

TABLE 62 (Continued)

Topic or Activity	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	<hr/>		<hr/>		<hr/>		<hr/>		
	M	F	M	F	M	F	M	F	
Attention to the teaching of high school reading	..	..	1	3	..	..	..	2	6
Others	..	3	..	5	1	5	2	6	22
No response	..	5	..	7	..	2	1	5	20
Total Sample	2	28	8	33	4	24	7	43	149

Weaknesses in Training Program  
for English Teachers

This section presents teacher comments on weaknesses in the training program for prospective teachers of English as well as in their own training. These remarks concern questions of preparation in grammar, literature, speech, methods courses, student teaching, and education courses.

A number of teachers expressed a doubt about the adequacy of training in grammar and composition. The following reflect this concern:

They need to be more sure of grammar. They need to know more about literature.

They need a thorough English background, grammar and diction.

I believe teachers need more practical preparation in grammar and more preparation for and experience in the classroom (personal relationships).

They need more courses in composition and the methods of teaching composition; more courses in English and fewer in education.

Mass education has lowered academic standards. All college students need proficiency in English.

Give them a sense of responsibility! A real foundation in grammar and we can train them to teach in our system.

We should provide courses in teaching of composition and grammar and require them of all 11th and 12th grade teachers.

Not enough grammar and composition are required; no foreign language is required. Too much repetitive education is required that could be devoted to English subject matter.

We need more work in teaching reading and in integrating the work of composition and grammar with the entire program.

Too little grammar is offered.

We need more training in teaching composition and in presenting literature to high school students.

There is definitely not enough grammar offered in college.

The average teacher knows almost nothing about the real intricacies of grammar. We are not taught the basic techniques of composition. Also we allow people to teach in junior high who have as few as 6 college hours in the field of English. Teachers are not thoroughly versed in literary criticism or literary facts.

More preparation in composition, grammar, and literature are necessary.

We need more grammar; nearly all our beginning teachers are better in literature than in explaining grammar.

A few favored more speech training. The more typical remarks were:

All teachers should have training in speech. There should be less time on education courses and more time on subject matter courses.

Too many English teachers do not read well orally and students dislike literature because it is read poorly.

More speech courses should be required and there should be more emphasis on remedial techniques.

There is a deplorable lack of training in expression of ideas. Far too many students never learn to appreciate good literature simply because the teacher lacks adequate training in speech arts to make it even slightly appealing.

Other teachers suggested changes in student teaching. Basically their statements relate to their thinking on this phase of the training program.

More actual observation and student teaching are needed in addition to more English courses and less theory.

There is not enough training in teaching practices; not enough required guidance courses in our field, not enough reading training, too many high ideals set forth for first-year teachers.

Prospective teachers need to be placed in actual teaching experiences right from the first day of school. All should be required to take Latin because of classical influence upon literature and vocabulary development.

I believe more work in the teaching field is needed and more actual participation in teaching in that field prior to graduation.

No classroom practice in actual situations. It is not realistic enough. The most important thing is handling the students--coping with discipline.

Need to practice teach in regular high schools rather than artificial situation of the training schools in many colleges.

Student teachers should be trained or at least warned in the extra-curricular things that crop up in an English teacher's duties.

Knowledge of teaching aids, unit planning or methods courses are very necessary. Education courses are too general and broad. They need to be specific and give more time to actual practice.

Too theoretical. Not enough training in teaching a particular subject nor practical situations.

In many cases the student teacher does not participate in a genuine classroom situation.

We do not give them enough practical experience.

The next group of comments express the thinking of teachers on methods courses and education courses.

Not enough emphasis on subject matter. Too "impractical" unrealistic methods courses.

They are taught too much methods and not enough English. Some of my practice teachers have not been able to read simple material orally, and they know very little grammar.

There is too much emphasis on what to do, too little on how to do it.

There is too much professional preparation and not enough subject matter preparation.

Too many education courses; not enough subject material. Actual teaching is better than education courses.

Too much "how" and not enough "what to teach." Teachers required to spend too much time in professional "Education" courses--do not really know much literature, grammar, or history.

They need definite, practical information and methods in English courses in high school.

Too much time spent on how to teach; not enough time on mastery of subject matter.

Not enough time given to general plans for the teaching of English nor to apprentice teaching.

Our education "hows" are pure theory--not enough experience in an actual classroom.

Too much theory--not enough practical aid in actual English class teaching methods.

Perhaps a more thorough preparation for the teaching of English could be had if the areas of education and English were more integrated for the one preparing for this field.

The remaining comments cover a number of phases in the training program.

They need some preparation in the gentle art of grading.

The importance of grading is not made clear.

Too little background in literature; too much attention paid to educational statistics. Why learn how to teach if you have nothing to teach?

Do not have enough instruction in appreciation of art, music, history, and other "cultural" background.

Practical everyday problems not discussed by experienced high school teachers.

I didn't get to see enough good teaching done. Need to know ways to make this required subject interesting to all. How to handle teenagers.

We never deal with subject matter which high school students read. Our grammar is above their level. We need to learn motivation methods.

We do not have a constructive course or courses in college for teaching problems.

All need to realize they should teach reading, writing, speaking, and listening, not just put emphasis on the area they themselves favor.

Teachers are not trained in how to teach writing.

It seems to me the program is too ideal--it shocks a new teacher when she faces the real situation.

Such thinking reveals the need for improvement in the training program for prospective teachers of English and the need for in-service training for those on the job.



Meeting Teaching Objectives of  
Various Phases of English

Continuous evaluation is necessary for improvement in any program. Many critics have unhesitantly expressed views as to how well English is being taught, but the teachers themselves are perhaps the best judges of how well they meet the teaching objectives set for the various phases of English. Table 63 is actually a self-evaluation of proficiency in teaching grammar, speaking and listening, writing, and literature.

Thirty-six per cent rated themselves as high in meeting the objectives of grammar; 56 per cent, as average; and 6 per cent, as low.

Thirty per cent rated themselves as high in meeting the teaching objectives of speaking and listening; 60 per cent, as average; 9 per cent, as low.

Twenty per cent ranked themselves as high in meeting the objectives of writing; 64 per cent, as average; 15 per cent as low.

Thirty-six placed themselves as high in meeting the teaching objectives of literature; 54 per cent, as average; 9 per cent, as low.

The majority rated themselves as average in meeting the teaching objectives in all phases of English. More ratings of high were given for teaching literature and grammar; more ratings of low for writing.

TABLE 63

OPINIONS OF ENGLISH TEACHERS AS TO DEGREE OF MEETING  
TEACHING OBJECTIVES OF VARIOUS PHASES OF ENGLISH

Degree of Meeting Objectives	Size of High School								Total
	Less than 200		200-499		500-799		800 or more		
	M	F	M	F	M	F	M	F	
Grammar									
High	1	9	2	10	3	5	3	14	47
Average	1	13	6	15	1	13	3	22	74
Low	..	2	..	4	..	1	..	2	9
No response	..	4	..	4	..	5	1	5	19
Speaking and Listening									
High	1	8	2	10	2	1	1	14	59
Average	1	15	5	18	1	13	4	22	79
Low	..	1	1	1	1	5	1	5	19
Writing									
High	..	1	1	10	..	5	1	8	26
Average	1	16	6	18	4	12	4	23	84
Low	1	7	1	1	..	2	1	7	20
No response	..	4	..	4	..	5	1	5	19
Literature									
High	..	5	2	12	1	11	3	13	48
Average	2	13	5	15	2	7	3	23	70
Low	..	6	..	2	1	1	..	2	12
No response	..	4	..	4	..	5	1	5	19
Total Sample	2	28	8	33	4	24	7	43	149

Teachers are aware of shortcomings in teaching English; many of the conditions, such as teaching loads, lack of materials, and extra-curricular duties reduce teaching efficiency. Comments of the teachers in the next two sections point to more factors responsible for reduced efficiency.

#### Activities Teachers Wish to Do

Teacher answers to the question, "What are some of the things which in your judgment are important but which you cannot carry out in your classes for various reasons?", were in many cases the weaknesses they designated in the high school English program. Their desires were to offer more counseling or individual help, to give more writing assignments and more speech activities, and to be free from interruptions. These desires are expressed in the following comments.

I would like to have individual conferences with my pupils and give individual instruction. They need more composition.

I would like to give individual attention; special work with students who have poor English background.

We need individual consultation with students who are indifferent or slow learners.

I would like to have individual conferences.

I wish I could give individual counseling.

I wish I could do more about individual differences, when I am working with small groups, other students are distracted or loaf.

To have individual instruction--checks on poor readers, poor spellers, and follow up on these.

To give individual help; classes too large for individual oral projects.

Personal conferences with each student with remedial or extra work as individual needs require.

A conference period for individual work students after themes have been marked.

I would like to have more time to spend with each child individually for counseling, reading, guidance, and personal help.

I feel as if I need more time for interviews with my students; grading sessions with them would be beneficial I'm sure.

I believe there should be a conference period for student and teacher to discuss the student's themes.

Counseling services and guidance and time for remedial help are needed.

We need individual help in writing, spelling, speaking, and reading.

Such longings on the part of the teachers portrayed a deep interest in meeting student needs.

Several teachers were deeply concerned with writing experiences offered to students. They realized that students do not write as often as students should; they were unable to provide more experiences. Various comments point out the problem.

I need more writing, but do not have time to check it.

I would like for my students to write themes in class and I would like to help the students as they write.

I do not call for enough themes; I do too little individual counseling. Each student has too few opportunities to speak before the class.

Students need more theme writing and essay tests; some is done but it is not sufficient.

I would like to correct the themes with students watching me.

I would like to have more writing per student, particularly one paragraph themes.

I cannot give my students as much practice in theme writing as they need.

We need more writing, more than time allows, and more discussion of thought questions.

There is not enough composition work and not enough time for directed reading.

There should be more time spent in composition for all students and more time for the superior student, especially guiding reading and term paper research.

The next concern was to provide more speech experiences for the students. Here are a few representative comments.

I would like to have more speaking experiences, more time for vocabulary development, more creative work.

There should be more oral composition and more of it put on records.

We need more speaking (appearing) before an audience.

I would like to have more oral English and theme writing.

We need more class discussions and debates.

I need to have much more reporting and theme writing.

I would like to have panel discussions, but there are too many I.Q. levels and I would like to carry on group activities.

I would like to have more reports and speeches as well as more vocabulary drill, but do not have time.

We do not have enough time for speaking and writing.

We need more informal discussions, more writing assignments, and use of films. I would like to group according to ability.

With some the concern was not writing or speech, but a real chance to teach without interruptions. They said:

Too many things break in on class time, such as assemblies, class meeting, etc.

All I ask is to be given full class time to cover established course material. We have so many interruptions that we lose in each course 5 to 10 days teaching or class time.

Just to be able to teach without being interrupted by anyone, from a "coke" or candy salesman to an army officer seeking recruits.

The remaining remarks on activities teachers would like to do if given opportunity were references to research, to readings, and to functions of a general nature.

We need library assignments, such as research work on selected subjects which require use of reference books. Students cannot be taken to the library because of its use as a study hall. We need dictionary work, but there are not enough dictionaries.

We need complete research with independent study and walk-in-library so library science will be a real experience.

I would like to see students learning to work in groups; independent research is difficult because of room size.

We need better reading preparation and better spelling for every senior.

We need remedial reading; there is too much variation in background reading for students.

I would like to teach phonetic spelling.

It is important to group English students according to ability in composition and grammar. The students need a far deeper and greater span than modern texts provide. Students are ready, we are not.

I would like to group my students by tests showing abilities.

These annotations by the teachers on things they would like to do point to problems discussed in the first part of this chapter; many of them are indications of weak spots in the English program. Very few of these problems can be solved by teachers alone; administrators, supervisors, teachers, and patrons must work together for improvement.

#### Weaknesses in the High School English Program

The remarks recorded in this section are the teachers' thoughts on weaknesses in the present high school English program. The criticisms dealt with many phases of the program; the writer has grouped together those which were similar in nature or referred somewhat to the same thing.

One weakness pointed out was in the area of grammar. Their observations follow:

Teaching grammar without stressing its usefulness in writing.

Too many different points of view. Teach too much formal grammar; classes are not made functional enough.

Too much stress on non-functional material.

Classes are too large! We do not bridge the gap from formal grammar to its practical application.

Our approach to grammar is monotonous and ineffective.

Grammar retention is poor; grammar never seems to be learned; spelling poor.

Not enough teaching of basic skills for so many slow students in senior high English.

Too much emphasis on rules and theory in grammar rather than usage.

Fundamental grammar is not stressed by administration heads and in other courses. Spelling is a lost art. Courses are watered down so a "D" student can make progress. Not enough attention is given to communication.

Another weakness discussed was the amount of material to be covered in classes. A few suggested what should be done.

Just too much material to cover.

There is not enough time to teach all the necessary material and grade all needed papers.

The program encompasses too many items--book reports, poetry, literature, grammar, oral work, written work.

We try to cover too much each year.

We try to teach so much the students lack thoroughness in their work; there is not enough emphasis upon vocabulary, word study, and spelling.

We have a tendency to "lump" too much together. I have felt for years that grammar and composition should be separate courses from literature courses.

There is too much material in literature texts. More individualized work is needed and more materials to fit the needs of poor readers.

We are trying to teach too much in a limited amount of time; at times the point of emphasis does not seem to be clear.

I think too much is crowded into the program as a result pupils do not know any of it well.

We go over the same material every year; I would like to see students get a solid year of senior grammar to prepare them for college.

Based on the past three years I find there is not sufficient time in 45 minutes or an hour over a 9 months period to cover adequately literature and grammar.



Too much is crowded into the English program--grammar, literature, speech, remedial reading, spelling, composition, journalism, outside readings.

I think grammar and composition should have a full unit of credit and literature a full unit.

Grammar and composition classes should be offered in addition to literature classes.

Lack of progression in teaching grammar. Too much is attempted too soon; the subsequent work is repetition with very little well understood and practical.

Several believed that part of the difficulty lay in the fact that vertical and horizontal phases of the entire English program were not worked out carefully. They said:

We do not know what has been taught at each grade level; we do too much repetition of previous years' work.

There is poor coordination of units between schools and even within a school.

Lack of time because we have to reteach due to lack of student motivation in earlier years.

The program is not correlated throughout the grades.

We are not coordinated in terminology. All teachers do not teach a maximum amount of material, making it difficult on successive teachers. We are not studying grammar and composition thoroughly during early school years (3-8).

There is haphazard planning--repetition of materials--overcrowded classes.

Others teachers saw the lack of speech in the English program as a weakness. Their criticisms were:

Too little stress on correct conversational speech used day by day. Students are practicing errors. They make the same mistakes year after year.

Overloaded teachers are failing to have time to teach speaking and original writing.

Pupils are not given enough time for speech.

There is not enough emphasis on speaking and writing.  
There is too much emphasis on learning rules, but not enough on their practical application.

A few teachers thought there was not enough writing in the program. They remarked:

There should be more emphasis on writing and word building.

Lack of thoroughness, careless habits, especially in written work; too many below standard in vocabulary.

Teachers don't give enough writing practice.

We fail to teach college bound students fundamentals of writing themes, term papers, essay examinations.

Not enough time is given to theme writing.

Need to teach a greater use of library. Need to teach more composition and how to study better.

Not enough writing experience; too many students.

Children have written almost no themes and have not taken essay tests.

Others commented on teaching load, interruptions, lack of standardization, and a few general phases of the program. They stated:

Too many students, too many outside activities, no free time.

Class load too great.

Too many pupils per teacher; teacher teaching too many hours; no period for conferences.

If class loads were reduced, I think our weaknesses, composition, etc., can be effectively handled.

Classes are too large; teachers are not willing to raise their own standards--too many personal duties; do not have vision, only short term planning.

English teachers too loaded with extra duties and students.

Too many students plus directing plays.

Classes too large--the slow retard the good. Teachers overworked.

Too many interruptions. Our school doesn't have an activity period so all business is transacted through the English periods.

Too much emphasis is placed on athletics and social events. There is little or no time for study. Some of my students catch the school bus before 7 a. m.; reach home in the evening about 6 p. m. and have 2 hours of farm chores to do.

There is too much disagreement on what should be taught and what per cent of time should be devoted to each area.

We need a coordinated program for outside reading requirements.

We need a coordinated program with emphasis on reading.

The program lacks standardization.

Criticisms of a program direct attention to weaknesses within a program, but criticisms should challenge those nearest the program to eliminate those weaknesses. Much needs to be done according to these teachers, but no one teacher or group of teachers can bring about corrective measures to rid the program of such weakness; nevertheless all English teachers in the state working toward definite goals agreed upon by the group can bring improvements in Oklahoma's English program.

### Summary

Problems which concerned the teachers most were teaching load, caring for individual attention, effective

motivation of students, lack of instructional materials, and outside readings.

Opportunity for visitation and observation in other schools hardly existed in the schools of the study.

A majority of the teachers felt their blackboard facilities were above average or better; approximately half of the teachers rated their libraries, duplicating services, and general room space as above average or better.

The teachers designated 80 themes as an average number of 250 to 500 word themes that a teacher could grade each week. They preferred a class of 18 students for effective speaking experiences. They indicated that 3 should be the maximum number of daily preparations expected of a teacher.

The teachers were divided almost evenly on the adequacy and the inadequacy of the number and the scope of courses in the teaching of English. The four highest ranking topics that they regarded as valuable in the course were a rapid review of the content of high school English courses, an analysis of several representative textbooks, problems of individual differences, and attention to problems of outside readings.

The teachers stated that prospective teachers of English should take more grammar and composition, more speech, should take their student teaching in public schools, and that methods courses should deal with actual

teaching problems.

The majority of the teachers rated themselves as average in meeting the teaching objectives of English. They were weakest in meeting the objectives of writing.

Teachers of English would like free periods for planning, counseling periods, and more time for individual instruction.

Weaknesses in the high school English program pointed out by the teachers were too much material to cover, grammar not practical and functional, lack of coordination in the entire program of English, and neglect of writing and speech in high school classes.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Studies to determine specific strengths and weaknesses that exist in the preparation of a corps of teachers combined with their opinions concerning teacher preparation, practices, and problems are necessary for a complete evaluation of teacher education. This study was concerned with an examination of the prevailing conditions with regard to the professional preparation and current practices of selected high school teachers of English during the first semester of the school year 1958-1959 in the 163 Oklahoma high schools accredited by the North Central Association of Secondary Schools and Colleges. The primary source of data was responses of teachers to a questionnaire sent to all the English teachers in the North Central high schools. Replies were received from 149 teachers in 96 of the schools.

A summary of the data and conclusions from these data describe the situation in the North Central high schools of Oklahoma. The suggested recommendations may bring improvements only as they are put into effect by training institutions, by the teachers, and by administrators and

teachers working with students toward a better program in English in the high schools of Oklahoma.

### Summary

This section gives a summary of the preparation, responsibilities and current practices, and problems and opinions of the teachers.

#### General Characteristics of the Sample

Eighty-six per cent of the 149 respondents were women; 14 per cent were men. Sixty-four per cent were class-room teachers; 15 per cent were teacher-counselors; 7 per cent were teacher-librarians; 11 per cent, department heads. One teacher was a principal and two were coordinators.

The average English teacher in Oklahoma was no novice. Twenty-six per cent had taught 25 years or more; 55 per cent had taught 10 years or more with approximately 8 of those years in their present positions. The average woman who taught English had taught 21 years with approximately 9 years in her present position; the average man who taught English had taught 7 years with approximately 5 years in his present position. The average English teacher had taught English approximately 11 years; the average woman, 13 years; the average man, 6 years.

Eighty-three per cent of the English teachers had attended college in the last five years; the 17 per cent not attending during the period were women with one exception.

Fifty-nine per cent of those teaching preferred to teach only English; 9 per cent preferred to teach English with some other subject; 32 per cent taught English who preferred other fields.

#### Preparation in Terms of Degrees

All of the teachers except one reported a bachelor's degree. The average teacher received this degree approximately 18 years ago. The sources of the degrees were: state universities, 17 per cent; state colleges, 30 per cent; private colleges in Oklahoma, 14 per cent; out-of-state institutions, 22 per cent.

Fifty-four per cent of the respondents had a master's degree; in addition, 13 per cent were working toward a master's degree at the time of the study. The major sources of these degrees were: state universities, 54 per cent; state colleges, 9 per cent; private colleges in Oklahoma, 8 per cent; out-of-state institutions, 26 per cent.

#### Major and Minor Preparation

Sixty-four per cent of the sample had a major in English at the undergraduate level; 19 per cent had a minor in English at the undergraduate level; 5 per cent had neither a major or a minor in English; 11 per cent failed to indicate a major or minor. The principal undergraduate minors of the teachers with majors in English were: history or social science, speech, education, and Spanish. The principal



undergraduate major of those with a minor in English was education.

Forty-two per cent of the teachers who had an undergraduate major in English majored in English at the graduate level. Forty-five per cent of those with an undergraduate minor in English continued that degree of concentration at the master's level. One changed to a major concentration in English at the master's level. Sixteen per cent with an undergraduate major in English changed to education at the master's level.

#### Preparation in English Courses

The average number of semester hours in undergraduate English for all the teachers was 32; for the teachers who majored in English the average was 34; for the teachers who minored in English the average was 28. The average of total semester hours in English, including both undergraduate and graduate, was 44; the range was from 31 to 53.

The average English teacher had 8 hours of grammar and composition, 6 hours of American literature, 14 hours of English literature, 1 hour in literary criticism, 1 hour in world literature, and less than an hour in contemporary literature. Thirty-one per cent had no advanced grammar and composition; 30 per cent had less than 6 hours in American literature; 6 per cent had less than 6 hours in English literature; two-thirds of the teachers had no credit in

world literature, and only 12 teachers reported any hours in contemporary literature.

#### Preparation in Professional Education Courses

The average English teacher had 24 semester hours in undergraduate courses in education and a total of 33 hours in undergraduate and graduate education. The undergraduate range was from 20 to 35 hours; the total hour range was from 26 to 45 hours.

#### Preparation in Courses in the Teaching of English

Seventeen per cent reported no credit in courses in the teaching of English; 28 per cent did not report any credit or any type of course. The average teacher had 6 hours in the teaching of English; the range was from 3 to 15 hours. The majority of those reporting credit had taken the one all-inclusive course in the teaching of English.

#### Preparation in Related Fields

One hundred fourteen teachers had credit in some foreign language. Thirty-eight per cent of the sample reported credit in French; 30 per cent, credit in Spanish; 25 per cent, credit in Latin; and 14 per cent, credit in German, Greek, or Italian.

Thirty-eight per cent of the respondents had from 3 to 35 hours in journalism.

Sixty-five per cent of the teachers had three hours or more in public speaking; 23 per cent had 2 hours or more in oral interpretation; 12 per cent had 2 hours or more in discussion methods. Sixteen per cent had 2 hours or more in play production; 30 per cent, 2 hours or more in drama.

Sixty-seven per cent had some credit in history or social science, the majority having from 6 to 15 hours. Twenty-three per cent had credit in library science, the majority having from 1 to 10 hours.

#### Professional Membership and Materials

Forty-three per cent of the teachers belonged to the National Council of Teachers of English; 60 per cent, to the Oklahoma Council of Teachers of English. Seventy-five per cent belonged to the National Education Association; 87 per cent, to the Oklahoma Education Association.

Thirty per cent read the Intelligencer; 58 per cent read The English Journal. Seventy-five per cent read the NEA Journal; 87 per cent read The Oklahoma Teacher. Seventy-five per cent reported books available on the teaching of English; 69 per cent had access to the English Monographs or other publications of the National Council of Teachers of English. Eighty-one per cent had access to the Teaching Guide for Language Arts prepared by the Oklahoma Council of Teachers of English.

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## Responsibilities and Practices

The average English teacher taught 5 classes each day, had an average of 3 different class preparations each day, spent from 6 to 10 hours each week in preparation for her classes, at least 10 hours in reading and grading papers, and 6 hours or more in clerical duties, and met 135 students daily with an average of 34 students in the largest classes, an average of 19 students in the smallest classes, or an average class of 28 students.

The majority of classes were the traditional four--freshman English, sophomore English, American literature, and English literature. Others were special English, English V, world literature, mythology, creative writing, English core, integration of Latin and English, and business English. The majority of the English classes were in the student range of 30 to 39 or 20 to 29.

Forty-one per cent of the sample taught only English; 48 per cent taught English and one other subject. The most common subjects taught in addition to English were speech, journalism, Spanish, and Latin.

Thirty-eight per cent of the teachers reported their classes were organized on the basis of one semester of grammar and composition alternated with one semester of literature or a variation of this organization. Forty-nine per cent reported integrated English classes.

Thirty per cent of the sample were responsible for study hall; only 14 per cent had a free period each day.

The average teacher spent approximately 3 hours per week of school time on extra-curricular activities and 5 hours per week outside of school on these activities. The more common activities were sponsoring classes, sponsoring clubs, directing plays, coaching speech contestants, and supervising school publications. Only one-sixth of the teachers had extra pay or adjustment in class loads for these duties.

The principal means of caring for individual differences among students were special reports and projects, individual instruction, supplementary directed reading, diagnostic tests, extra drill, individual assignments, and grouping.

The instructional materials used more by the English teachers were films, pictures, bulletin boards, maps and charts, records, displays, and supplementary texts. Some expressed dissatisfaction with the materials available.

The teacher-made test, either written on the blackboard or printed, was the principal type of test given. The majority favored a combination of the objective and the essay tests; less than a third of the teachers gave standardized or diagnostic tests. Teachers tended to give tests at the end of a teaching unit or a chapter.

When planning for instruction, the teachers tended to modify the textbook organization. Only 22 teachers reported that they followed the suggestions given in the Oklahoma Teaching Guide for Language Arts.

The majority of teachers assigned the one paragraph or the two to five paragraph themes once a week. Very few assign the 200 to 500 word theme weekly. Nineteen teachers did not answer this question, 14 said they had no regular theme writing, and 16 said they did not have theme writing every week.

Twenty-seven per cent of the sample reported no secretarial services available. The most common service available to the teachers was the duplicating service.

The supervision received by the teachers was mostly routine, carried on by faculty meetings and occasional visits to the classroom.

#### Problems and Opinions of Teachers

The problems which, in the opinions of the teachers, appeared to reduce their efficiency the most were related to teaching load, individual differences of students, effective motivation of students, outside readings, extra-curricular duties, and lack of instructional materials.

When asked to indicate the total number of 250 to 500 word themes a teacher could grade weekly, the average response was 80. Thirty per cent indicated they could grade 100 or more such themes.

When asked how many students they could teach successfully in a single period if numerous speaking experiences were provided during class, the average response was 18. When asked to indicate the maximum number of daily class preparations that should be expected of a teacher, the average response was 3.

Sixty-five per cent of the teachers had no opportunity for visitation or observation in other schools.

When asked to indicate how well they were meeting the teaching objectives of various phases of English, the majority reported to an average degree. The majority of teachers rated the adequacy of their blackboards, libraries, duplicating services, and general room space as fair or above average.

When asked to indicate the adequacy of the number and the scope of courses in the teaching of English, 54 per cent reported the number of courses adequate, and 51 per cent reported the scope was adequate. The most common topics or activities which the teachers suggested be treated in a course in the teaching of English were a rapid review of the content of high school English courses, an analysis of several representative textbooks, attention to problems of individual differences, attention to the motivation of students, attention to the problems of outside readings, construction of teaching aids, and an analysis of several workbooks in English.



When asked to indicate weaknesses in the present training program for English teachers, they suggested more training in grammar and composition and more training in the methods of teaching grammar and composition, more training in oral interpretation, practical methods courses related to real situations, and practical student teaching in actual school situations for longer periods of time.

When asked to indicate the activities which in their judgments were important but which they could not carry out for various reasons, the most common responses were to give more individual help, more counseling, more theme writing, and more speech experiences.

The weaknesses in the high school English program as viewed by the respondents were the lack of a functional and practical approach to grammar, the lack of sufficient speech and writing experiences, too much material to cover, lack of coordination and standardization in the program, and a lack of agreement on what should be taught and what percentage of time should be devoted to each area.

### Conclusions

The following conclusions may be drawn from an analysis of the data:

1. Oklahoma teachers of English in the high schools in the North Central Association were well prepared in terms of college degrees, semester hours of English, and in semester

hours of professional education.

2. The majority of the Oklahoma English teachers had accepted five years as an optimum amount of preparation for teachers of English.

3. The average Oklahoma teacher of English had taken courses in the teaching of English, but showed lack of preparation in the teaching of reading. They also specifically indicated inadequacy in the teaching of spelling and the teaching of writing.

4. Oklahoma's English teachers were very adequately prepared in English literature, less adequately prepared in American literature and in grammar and composition, and need preparation in world literature, literary criticism, and adolescent literature. The inadequate amount of composition at the collegiate level suggests a weakness in the curriculum program for prospective teachers of English.

5. The majority of the English teachers were well prepared in public speaking, less adequately prepared in oral interpretation and discussion techniques, and need preparation in play production. Teacher preparation in foreign languages was extensive, but in the majority of cases consisted of less than ten hours in the language.

6. Many English teachers appear to have an unprofessional attitude when membership in professional organizations is considered.

7. Oklahoma teachers cannot give the needed emphasis to the teaching of the basic language arts because of teaching loads, lack of free periods for preparation, and heavy extra-curricular duties. Unless considerable relief in teaching load is provided for English teachers, there is little chance of significantly improving the quality of English teaching in Oklahoma.

### Recommendations

On the basis of the evidence gained from this study and from the opinions of those furnishing information for the study it is recommended that:

1. All who teach English in Oklahoma high schools should have major preparation in the English language arts; in no case should one be permitted to teach English in the absence of an adequate minor preparation in the English language arts.

2. All prospective teachers should have a thorough training in the structure and the correct and effective use of English. They should be required to have work in advanced grammar and composition.

3. One course in oral interpretation, one in discussion techniques, and at least one course in literary criticism, world literature, and adolescent literature in addition to the courses in the fundamentals of speech and English and American literatures should be a part of the

training program for all prospective teachers of English.

4. The required course in the teaching of English should be practical and provide instruction in the following: (a) the varied techniques of teaching grammar, composition, poetry, literature in general, spelling, and reading, especially remedial reading; (b) effective motivation of students; (c) caring for individual differences; (d) short and long range planning of courses and lessons; (e) a review of the content of high school courses; (f) an analysis of textbooks and workbooks; (g) teaching aids and materials; and (h) supervision of extra-class activities.

In any event, work should be provided for the development of the understanding of newer developments related to the improvement of the English language arts curriculum in the secondary school.

5. Professional education courses should stress practical applications, and student teaching should provide actual teaching experiences in planning, selecting materials, and handling students.

6. English teachers in service should be strongly encouraged to make up deficiencies in their training and continue their professional growth by attending workshops and planned meetings for the study of new methods, by visiting and observing good teaching in their own and other schools, and by joining professional organizations and reading professional literature.

7. All teachers of English should follow the leadership of the National Council of Teachers of English by working for the integration of grammar, composition, speech, and literature; by requiring at least one theme every week; and by making the approach to grammar more practical and functional.

8. A better balance of time allotments should be made for the various areas of the English curriculum to prevent over emphasis of any of the areas of literature, grammar, speech, or reading.

9. Consultative assistance from (1) the State Department of Education and (2) teacher education institutions should be provided to assist schools in the improvement of their language arts program.

10. Administrators should stress that every teacher give attention to the quality of English usage in all classes and to the development of a high school reading program. Every teacher should feel his responsibility to reach and help the poor reader. Oklahoma's schools should take the initiative for the improvement of the English language arts curriculum under the leadership of the consultative agencies.

11. More adequate secretarial services and teaching materials should be provided Oklahoma English teachers to improve the quality of teaching.

12. The teacher load of the English teacher should be reduced, and at least one free period each day should be

provided for preparation, selection of materials, etc.

13. Much experimental activity is needed in the teaching of the English language arts, particularly at the secondary level, and this experimentation should include work related to both procedure and techniques as well as to appropriate content.

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## APPENDIX

211 N. College  
Edmond, Oklahoma  
November 15, 1958

Dear English Teacher:

For a number of years the Oklahoma Council of Teachers of English has been concerned about the preparation of the secondary school English teacher. Here is an opportunity for you to participate in a study of the prevailing conditions with regard to the professional preparation and to current practices of teachers of high school English in selected schools of Oklahoma.

My study, which is approved by the Oklahoma Council of Teachers of English, is under the direction of the College of Education of the University of Oklahoma. I need your information included in this study in order to discover the complete picture of our present corps of teachers. The material will be treated confidentially, will be considered for its informative value, and will be analyzed statistically to ascertain a composite evaluation, not to evaluate any one individual or school.

I know you will give careful consideration to each of the items, and I hope that you will find time to complete the questionnaire and return it by December 15.

Sincerely yours,

Clara Altaffer  
Assistant Professor of English  
Central State College

October 1, 1958

Dear English Teacher:

It has come to my attention that Mrs. Clara Altaffer has chosen a problem for graduate study which is related to one made by the Committee on Professional Standards of the Oklahoma Council of Teachers of English. The scope of Mrs. Altaffer's proposed study, however, extends beyond the ambitions of the Council's investigation and would afford new insight upon the nature, extent, and adequacy of the preparation of the teacher of English in high schools of Oklahoma accredited by the North Central Association.

Inasmuch as Mrs. Altaffer has so graciously offered to place the results of her research at the disposal of the OCTE, as President of this organization, I am very happy to authorize this project with our professional approval and to pledge our utmost cooperation with her throughout the extent of her endeavor. I should therefore like to call upon you for your endorsement of this study by filling in the questionnaire which this letter accompanies. The gleanings of these vital statistics will aid all of us in our efforts to make a stronger and sounder English teacher preparation program in Oklahoma.

Sincerely yours,

John M. Murphy, President  
Oklahoma Council of  
Teachers of English

211 N. College  
Edmond, Oklahoma  
January 23, 1959

Dear English Teacher,

On November 17, 1958, I mailed you a letter and a questionnaire describing a research project which I am doing as a part of my doctoral program at the University of Oklahoma. Having taught high school English for a number of years, I realize that you are very busy and carry a heavy load, but much of the significance of the findings from this study will depend directly upon your willingness as a teacher of English to complete the questionnaire and return it.

Won't you please use the enclosed card to help me determine the response I may anticipate from you as a teacher of English in Oklahoma?

I wish to express my sincere thanks to you for your cooperation in making my study possible.

Sincerely yours,

Clara Altaffer  
Assistant Professor of English  
Central State College



- I have completed and returned the questionnaire.
- I received your questionnaire and plan to complete it and return it in the next two weeks.
- I did not receive your questionnaire or have misplaced it but am willing to participate if you will send me another. (I will need your name and address to do this.)
- I do not plan to participate in your study.

## ENGLISH TEACHERS: THEIR PREPARATION, PRACTICES, AND PROBLEMS

Name of School \_\_\_\_\_ Address \_\_\_\_\_, Oklahoma

What is the total enrollment in your school? \_\_\_\_\_

Male \_\_\_\_ Female \_\_\_\_ What is your current yearly salary? \_\_\_\_\_

Your official status now: Supt. \_\_\_\_ Prin. \_\_\_\_  
Dept. Head \_\_\_\_ Teacher \_\_\_\_PreparationDegrees held in progress: List title, major, minor, college or university, and year obtained or expected. Use last space (\_\_\_\_) for a degree in progress and give fractional part, e. g., (MA $\frac{1}{2}$ ).

<u>Title</u>	<u>Major</u>	<u>Minor</u>	<u>College and University</u>	<u>Year</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Oklahoma teaching certificate held: List type (S-Standard, P-Provisional, T-Temporary, L-Life); area (English, Speech, etc.); teaching fields where applicable (French, Spanish, etc.).

<u>Type</u>	<u>Area</u>	<u>Teaching fields</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

What is your preferred teaching field? \_\_\_\_\_

Give the calendar year of your last attendance in college or the university. \_\_\_\_\_

Experience: Give the number of years.

\_\_\_\_in non teaching work        \_\_\_\_as a senior high teacher  
\_\_\_\_total years of teaching     \_\_\_\_as high school English teacher  
\_\_\_\_as an elementary teacher    \_\_\_\_number of years in present position  
\_\_\_\_as a junior high teacher

Preparation in college English courses. Fill in the columns.  
U: The number of semester hours you took as an undergraduate.  
G: The number of semester hours you took as a graduate student.

<u>U</u>	<u>G</u>		<u>U</u>	<u>G</u>	
___	___	Freshman Composition	___	___	Anglo-Saxon & Middle English
___	___	Advanced Composition	___	___	The English Renaissance
___	___	History of English Language	___	___	17th Century English Literature
___	___	American Literature	___	___	18th Century English Literature
___	___	Literary Criticism	___	___	19th Century English Literature
___	___	Shakespeare	___	___	Modern English Literature
___	___	World Literature	___	___	(Other)_____

Semester hours in the above courses:  
Total number of undergraduate hours \_\_\_\_\_  
Total number of graduate hours \_\_\_\_\_  
Total of both \_\_\_\_\_

Professional courses in the teaching of English: Fill in the two columns as indicated. These may not be exact course titles; choose appropriate ones.

B: Check the courses taken before you began teaching English.

A: Check the courses taken after you began teaching English.

<u>B</u>	<u>A</u>		<u>B</u>	<u>A</u>	
___	___	Teaching of English	___	___	Teaching of Literature
___	___	Teaching of Speaking	___	___	Teaching of Spelling
___	___	Teaching of Reading	___	___	(Other)_____
___	___	Teaching of Writing	___	___	_____

Total number of hours in these courses. \_\_\_\_\_

Do you believe that the number of courses offered in the teaching of the language arts was adequate when you took the above courses? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you believe that the scope of the courses you took in the teaching of the language arts was adequate? Yes \_\_\_\_\_ No \_\_\_\_\_

Indicate below some of the topics or activities which you consider appropriate and valuable in courses designed specifically for the preparation of the high school English teacher.

- \_\_\_ a rapid review of the content of the high school English courses
- \_\_\_ analysis of several representative textbooks in the courses
- \_\_\_ analysis of several workbooks in the courses
- \_\_\_ analysis of standardized tests in high school English
- \_\_\_ construction of teaching aids for English
- \_\_\_ selection of commercial teaching aids for English
- \_\_\_ attention to problems of individual differences in students
- \_\_\_ attention to problems of outside readings
- \_\_\_ other\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Courses in related fields: Fill in the number of semester hours in the two columns. U-undergraduate. G-graduate.

<u>U</u>	<u>G</u>	<u>Languages</u>	<u>U</u>	<u>G</u>	<u>Speech</u>	<u>U</u>	<u>G</u>	
___	___	French	___	___	Public Speaking	___	___	Journalism
___	___	Spanish	___	___	Oral Interpretation	___	___	Drama
___	___	German	___	___	Discussion Methods	___	___	Play Production
___	___	Latin	___	___	_____	___	___	Library Science
___	___	_____	___	___	_____	___	___	History

Professional courses (Education): Fill in the columns as indicated.

U: Semester hours you took as an undergraduate.

G: Semester hours you took as a graduate student.

<u>U</u>	<u>G</u>		<u>U</u>	<u>G</u>	
___	___	Student Teaching	___	___	Audio-Visual Aids
___	___	Adolescent Psychology	___	___	Educational Guidance
___	___	Educational Measurements	___	___	Educational Statistics
___	___	Methods of Teaching	___	___	Extracurricular Activities
___	___	Principles of Education	___	___	Supervision
___	___	Philosophy of Education	___	___	Administration
___	___	History of Education	___	___	(other) _____
___	___	_____	___	___	_____

Semester hours in Education:

Total number of undergraduate hours \_\_\_\_\_

Total number of graduate hours \_\_\_\_\_

Total of both \_\_\_\_\_

Membership in professional organizations: Check or list those to which you belong.

\_\_\_ National Council of Teachers of English

\_\_\_ Oklahoma Council of Teachers of English

\_\_\_ The National Education Association

\_\_\_ Oklahoma Education Association

\_\_\_ (Other) \_\_\_\_\_

Professional periodicals: Check or list those which you read regularly and indicate their source as outlined below.

SL: The periodical is in the school library.

PS: The periodical is received through a personal subscription.

<u>SL</u>	<u>PS</u>	<u>Language Arts</u>	<u>SL</u>	<u>PS</u>	<u>General</u>
___	___	The Intelligencer	___	___	High School Journal
___	___	English Journal	___	___	High Points
___	___	College English	___	___	Clearing House
___	___	Correct English	___	___	School & Society
___	___	(other) _____	___	___	Oklahoma Teacher
___	___	_____	___	___	N. E. A. Journal

Professional books available: Check the items which apply to you or your school and indicate their source as outlined below.

SL: The books are in the school library.

PL: The books are in your personal library.

SL PL

- ☐ ☐ No books on teaching H. S. English available  
☐ ☐ 1 or 2 books on teaching H. S. English available  
☐ ☐ More than 2 books on teaching H. S. English available  
☐ ☐ None of Monographs of the National Council available  
☐ ☐ A few of Monographs are available  
☐ ☐ Most of Monographs are available  
☐ ☐ All of Monographs are available  
☐ ☐ Other publications of the Council are available  
☐ ☐ The Oklahoma Teaching Guide for the language arts is available

Present teaching load: List all subjects taught now (1st semester 1958-59). Put English courses first, then other subjects, if any, and finally study halls and free periods.

<u>Subject</u>	<u>Grade or Year</u>	<u>No. of Classes</u>	<u>Class periods in minutes</u>	<u>No. of Pupils</u>
Example: English I	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Study Halls	_____	_____	_____	_____
_____	_____	_____	_____	_____

What is the total enrollment in the classes indicated above?

\_\_\_\_\_ What is the number of pupils in the largest class? \_\_\_\_\_  
 In the smallest class? \_\_\_\_\_. What is the average class size? \_\_\_\_\_.

How many teaching preparations do you have each day?

\_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_5 \_\_\_6 \_\_\_7 \_\_\_8 or more

Hours spent in preparation or in clerical duties connected with teaching. Check in the appropriate boxes the approximate number of hours per week that you spend in each activity.

<u>Activity</u>	<u>None</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26+</u>
Preparation (reading, planning, setting up materials for your classes in English, literature and composition.						

Activity	None	6-10	11-15	16-20	21-25	26+
Reading examinations, exercises, or themes,						
Doing clerical duties connected with teaching, i.e., recording grades,						

Extracurricular responsibilities: Check or list those non-classroom duties which you regularly have.

<input type="checkbox"/> Class sponsor	<input type="checkbox"/> Coaching speech contestants
<input type="checkbox"/> Subject club sponsor	<input type="checkbox"/> Debate coach
<input type="checkbox"/> Homeroom teacher	<input type="checkbox"/> Ticket sales
<input type="checkbox"/> Lunch hour duty	<input type="checkbox"/> Athletic coach
<input type="checkbox"/> Grounds & corridor duty	<input type="checkbox"/> Supervise assembly programs
<input type="checkbox"/> Counseling	<input type="checkbox"/> Direct glee club
<input type="checkbox"/> Supervise school publications	<input type="checkbox"/> Responsible for school library
<input type="checkbox"/> Audio-visual director	<input type="checkbox"/> (other) _____
<input type="checkbox"/> Directing plays	_____

An average of how many hours per week do you spend during school hours in those duties listed above? \_\_\_\_\_

An average of how many hours each school week do you spend in school activities taking place after school? \_\_\_\_\_

Check the method by which English teachers are compensated for extra-curricular (outside of school hours) work in your school.

<input type="checkbox"/> no extra pay	<input type="checkbox"/> lighter class load
<input type="checkbox"/> no adjustment of class load	<input type="checkbox"/> extra pay
<input type="checkbox"/> extra pay and lighter class load	

Check the types of secretarial services available to you.

<input type="checkbox"/> none	<input type="checkbox"/> administering standardized tests
<input type="checkbox"/> typing tests or exercises	
<input type="checkbox"/> duplicating themes, tests, exercises, materials, etc.	<input type="checkbox"/> marking standardized tests
	<input type="checkbox"/> (other) _____

Check in the appropriate boxes the adequacy of the facilities.

Facilities	totally inadequate	below average	fair	above average	totally adequate
Blackboard space					
Library facilities					
Duplicating services					
General room space & equipment					

Practices

How are your classes organized?

- ☐ One semester of grammar and composition alternated with one semester of literature each year.
- ☐ Reading, writing, speaking, and listening integrated each semester.
- ☐ One semester of grammar and composition, one semester of literature, and a third semester of speech.
- ☐ The English language arts are integrated with social studies throughout the school year.
- ☐ (Other) \_\_\_\_\_

What per cent of the time is allocated to each of the divisions of English for each grade during the year?

	Grade 9	Grade 10	Grade 11	Grade 12
Grammar, usage, spelling, punctuation, reference skills, etc.				

\_\_\_\_\_

Speaking & Listening

Reading skills & remedial reading

Literature

Check in the appropriate boxes below the average number of times each week each type of theme is assigned in your classes.

Type of theme	Average number times each week					
	None	1	2	3	4	5
One paragraph in composition classes						
One paragraph in literature classes						
One paragraph in integrated English classes						
Two to five paragraphs in composition classes						
Two to five paragraphs in integrated English classes						
250-500 words in composition classes						
250-500 words in literature classes						
250-500 words in integrated English classes						



Practices with respect to use of tests: Check or list the items.

<u>Frequency of tests</u>	<u>Type of tests</u>
<input type="checkbox"/> Daily	<input type="checkbox"/> Teacher made test written on blackboard
<input type="checkbox"/> Weekly	<input type="checkbox"/> Teacher made tests printed
<input type="checkbox"/> Near end of marking period	<input type="checkbox"/> Standardized tests are used
<input type="checkbox"/> At end of unit or chapter	<input type="checkbox"/> Diagnostic tests are used
<input type="checkbox"/> Near end of semester	<input type="checkbox"/> Tests are always objective
<input type="checkbox"/> (Other) _____	<input type="checkbox"/> Tests are always essay
_____	<input type="checkbox"/> Tests are essay and objective
_____	<input type="checkbox"/> Tests stress factual material
_____	<input type="checkbox"/> Tests stress thought questions
_____	_____

Practices with respect to individual differences of students: Check or list the means by which you attempt to care for students with varying capacities and needs.

<input type="checkbox"/> Contract assignments	<input type="checkbox"/> Diagnostic tests
<input type="checkbox"/> Individual assignments	<input type="checkbox"/> Allow varying rates of progress
<input type="checkbox"/> Special reports and projects	<input type="checkbox"/> Homogeneous grouping (School-wide)
<input type="checkbox"/> Extra drill	<input type="checkbox"/> Grouping within the class
<input type="checkbox"/> Individual instruction	<input type="checkbox"/> Exercises graded according to difficulty
<input type="checkbox"/> Directed study	<input type="checkbox"/> Supplementary directed reading
<input type="checkbox"/> (Other) _____	

Practices with respect to planning for instruction: Check or list what you do to prepare for instruction.

<u>Long Range Planning</u>	<u>Short Term Planning</u>
<input type="checkbox"/> I accept the textbook organization	<input type="checkbox"/> I divide the text into short units
<input type="checkbox"/> I modify the textbook's plan	<input type="checkbox"/> I write daily lesson plans
<input type="checkbox"/> I organize the course in outline form	<input type="checkbox"/> I write weekly lesson plans
<input type="checkbox"/> I follow suggestions in the Oklahoma Teaching Guide	<input type="checkbox"/> Lesson plans are required
<input type="checkbox"/> I write a syllabus	<input type="checkbox"/> (Other) _____
_____	_____
_____	_____
_____	_____
_____	_____

Instructional materials: Indicate the type of instructional materials you use and those that you think would be desirable to use. At the top of the columns place the number corresponding to the subjects listed which you teach and under the sub-columns labeled U and D check items you use and desire to use, if they were available, respectively.

- |                       |                |          |
|-----------------------|----------------|----------|
| 1. English I (Ninth)  | 4. English IV  | 7. Drama |
| 2. English II (Tenth) | (English lit.) | 8. _____ |
| 3. English III        | 5. Speech      | 9. _____ |
| (American lit.)       | 6. Journalism  |          |

	( <u>    </u> ) <u>U</u> <u>D</u>	( <u>    </u> ) <u>U</u> <u>D</u>	( <u>    </u> ) <u>U</u> <u>D</u>	( <u>    </u> ) <u>U</u> <u>D</u>	( <u>    </u> ) <u>U</u> <u>D</u>	( <u>    </u> ) <u>U</u> <u>D</u>
Films.....	___	___	___	___	___	___
Filmstrips...	___	___	___	___	___	___
Pictures.....	___	___	___	___	___	___
Paintings....	___	___	___	___	___	___
Bulletin B...	___	___	___	___	___	___
Maps & Charts	___	___	___	___	___	___
Posters.....	___	___	___	___	___	___
Records.....	___	___	___	___	___	___
Radio.....	___	___	___	___	___	___
T. V. ....	___	___	___	___	___	___
Sup. Texts...	___	___	___	___	___	___
Sup. Readers.	___	___	___	___	___	___
Scrapbooks...	___	___	___	___	___	___
Displays.....	___	___	___	___	___	___
Models.....	___	___	___	___	___	___
(Other)	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

Supervisory relationships: Indicate the nature of the supervision you receive by checking or listing the appropriate item.

- ☐ No one concerns himself about my teaching methods  
☐ No one concerns himself about my teaching problems  
☐ Occasional visits are made to my classroom  
☐ Frequent visits are made to my classroom  
☐ Confined primarily to conferences with the supervisor  
☐ Confined primarily to group or faculty meetings  
☐ Consists of classroom visitation, conferences, & faculty meetings  
☐ The supervisor has too many other duties to properly supervise  
☐ (Other) \_\_\_\_\_

Nature of supervisory activity: Indicate the types of activity involved in your situation.

- ☐ Concerned with administrative details
- ☐ Selecting and organizing teaching materials
- ☐ Preparing courses of study and/or teaching units
- ☐ Comparing different methods of instruction
- ☐ Planning and carrying out testing programs
- ☐ Conducting research to improve instruction
- ☐ Providing professional literature
- ☐ Keeping the administration informed of my needs
- ☐ (Other) \_\_\_\_\_

Are opportunities provided for observation in other classes or other schools? \_\_\_\_\_ How frequently? \_\_\_\_\_

### Your Opinions

What is the total number of individual themes (250-500 words) that you think an English teacher has time to grade each week?

\_\_\_\_\_

If students are to be given speaking experiences other than "reciting" during each English period, how many students do you think an English teacher can handle effectively in one class period?

\_\_\_\_\_

What do you feel is the maximum number of different class preparations that a teacher should have to make for any one school day?

\_\_\_\_\_

What are some of the things which in your judgment are important but which you cannot carry out in your classes for various reasons?

\_\_\_\_\_

\_\_\_\_\_

What are some of the weaknesses in our present High School English program?

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What are some of the weaknesses in our present training program for English teachers?

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To what degree are you accomplishing the objectives of the English program with respect to each of the following?	Degree
	high average low
1. grammar, usage, reference skills, etc.	
2. speaking and listening	
3. writing	
4. literature	

Principal problems you are experiencing now: Check or list the principal problems that you think are interfering with your efficiency as a teacher. Below each one checked indicate the nature of the problem.

☐ Planning for instruction

☐ Teaching load

☐ Instructional materials

☐ Effective motivation of students

☐ Pupil personnel problems

☐ Supervisory problems

\_\_Extracurricular load

\_\_Problems of individual differences

\_\_Problems with outside readings

\_\_Opportunity to do advanced study

\_\_(Other\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_