

A STUDY OF PRACTICES CONSIDERED EFFECTIVE  
BY TEACHERS OF LANGUAGE ARTS METHODS  
COURSES IN THE 16 OKLAHOMA  
COLLEGES ACCREDITED FOR  
TEACHER EDUCATION  
PROGRAM

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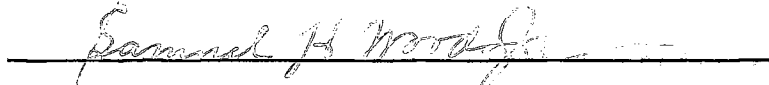
Submitted to a Faculty Committee  
of the Graduate School of  
Oklahoma State University  
in partial fulfillment  
of the requirements  
for the degree of  
DOCTOR OF EDUCATION  
August, 1965

NOV 24 1965

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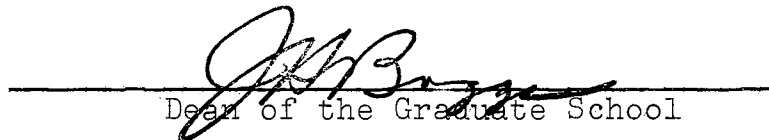
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## PREFACE

One of the greatest opportunities for the improvement of English teaching in the secondary school may be found in the college methods course. English teaching will be no better than English teachers. Although we cannot know exactly what the lasting values of the methods course are, we can assume that the course offers much which will help in varying degrees in preparing the future teacher to teach effectively.

During each of the twenty-one years I spent as a school administrator, I always managed to teach at least one course in secondary English. I like teaching English better than doing anything else. But, I always had the opinion something was missing in both my course content and teaching techniques.

I entered college teaching with a sincere desire to help the future English teachers to be better prepared than I. The college where I was employed had no secondary methods course, and I was allowed to develop my own. I was happy with this opportunity but still eager to do everything possible to help my future teachers.

I am confident that this study will help me be a much better methods teacher than ever before. I believe other teachers of the secondary English methods course in Oklahoma will also profit a great deal from the results. If this be true, the benefits of this study may be very far-reaching and valuable.

Indebtedness is acknowledged to Dr. D. Judson Milburn, Dr. Lloyd Douglas, Dr. Samuel Woods, and Dr. Bernard Belden for their very valuable guidance in the development of this study. I want to especially thank Dr. Ida T. Smith for her assistance, even though she retired from the faculty before the conclusion of the study.

My sincere thanks is also extended to the sixteen colleges and universities of Oklahoma who offer a secondary English methods course. The cooperation of the institutions and the respondents in each was excellent.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Need for the Study . . . . .	4
Scope of the Samples . . . . .	7
Statement of the Problem . . . . .	7
Assumptions. . . . .	7
Limitations of the Study . . . . .	8
Organization of the Study. . . . .	9
II. A SUMMARY OF THE LITERATURE RELATIVE TO THE DEVELOPMENT OF THE SURVEY INSTRUMENT. . . . .	12
Philosophy . . . . .	14
Grammar. . . . .	15
Literature . . . . .	18
Written Composition . . . . .	20
Oral Composition . . . . .	22
Listening. . . . .	23
Thinking . . . . .	23
Media. . . . .	24
Professionalism. . . . .	25
Miscellaneous. . . . .	26
III. PROCEDURES OF THE STUDY . . . . .	29
IV. FINDINGS. . . . .	35
V. SUMMARY AND INTERPRETATION. . . . .	118
Philosophy . . . . .	122
Grammar and Usage. . . . .	125
Literature . . . . .	129
Written Composition. . . . .	132
Oral Composition . . . . .	136
Listening. . . . .	138
Thinking . . . . .	140
Mass Media . . . . .	142

Professionalism . . . . .	144
Miscellaneous. . . . .	146
Suggestions for Further Study. . . . .	147
SELECTED BIBLIOGRAPHY. . . . .	149
APPENDIX A . . . . .	155
APPENDIX B . . . . .	202

## CHAPTER I

### INTRODUCTION

In recent years educators and teachers have taken a renewed and keen interest in the teaching of secondary English. This interest continues to increase. The Encyclopedia for Educational Research for 1950 lists one hundred seventy-five studies while the same source lists three hundred fourteen studies for 1960.<sup>1</sup>

Magazine articles also show a great increase in number during this same period. A survey of common indices to periodicals shows nearly a ten to one increase in articles which have to do with the teaching of Language Arts in the secondary field. This is also true of texts. Most publishing companies now have one or more texts on the market concerned with the teaching of high school English.

In 1952 the National Council of Teachers of English published its first volume of a proposed five volume series on research, curriculum, and possible revisions of the teaching of Language Arts in the public schools.

Conferences, workshops, lectures, and editorials have

also brought the teaching of English to the forefront of academic investigation where it is now undergoing the most scientific scrutiny the subject has ever had.<sup>2</sup>

Such intense interest is more than the current change in all education. Several factors explain this. First, today's world is becoming a world of the English language. Man has never been able to control or effect language, and it is with suddenness that English emerges as the language of today's world. The international linguistic influence of the American Service Man, the technical and scientific leadership of the United States, the world wide political leadership of English-speaking governments--all these have given a new international importance to the English language.

A second cause of this renewed interest lies in the revival of interest in the Humanities. Contemporary university curricula emphasize this trend. Today's employer continually reminds the future employee that he may do well to major or minor in the Humanities.

There is also a revitalized concern within the profession of the Language Arts itself which says that new responsibilities are at hand; that tradition is worthless in light of today's necessities; that the ability to communicate is the secret to all success; that much of the old was taught only because it had been taught to the previous genera-



tion; that a new set of values must now be applied to the field of English if the United States is to be successful in selling democracy around the world, in establishing a permanent world peace, and in raising the standard of living of all people.

In the face of this challenging condition, two new considerations emerge. First of these is the fact that there is a definite shortage of Language Arts teachers for secondary schools, a shortage which is far greater than for any other secondary field. At the October 25 meeting of Placement Directors held in connection with the 1963 State Teachers' Meeting of Oklahoma, the director of each of the eleven Oklahoma colleges present said that he had far more calls for secondary English teachers than for secondary teachers in any other field. Phillips University reported a need during the past year for four hundred eighty teachers of English as compared with two hundred ten for science. Other directors agreed this was comparable to their listings.

The second consideration is that, based upon a look at Oklahoma college publications, not much is being done about the shortage of Language Arts teachers, either in the numbers to be graduated or in the quality of those graduated. Although colleges report a large percentage of increase in English majors, the NEA Research Bulletin for October of

1963 indicates that a larger number of majors than usual plan to enter college teaching or some field outside the secondary Language Arts area.<sup>3</sup> And, if catalog descriptions of courses can be any sort of criterion, there appears to be little change for the better in the status of the English methods course.

### Need for the Study

The initial idea for investigating the English methods course in the teacher education colleges of Oklahoma began when the author was asked to teach such a course himself and felt that he was not competent for the position even though he had taught English in the secondary schools for twenty-three years. Little help was available to him. It was difficult, almost impossible, to learn what other colleges were doing. There were a few texts and many magazine articles, but most of this left only doubt as what would actually be effective.

Courses pursued in English and Higher Education at Oklahoma State University furnished some insight into the problem but mainly increased the desire to create the best methods course possible by learning all effective practices currently in use.

The next thought then was that all English methods

courses might be tremendously improved if all teachers and colleges had access to the ideas and practices which were considered best by all teachers and colleges.

If there be recognizable and comparable goals and objectives for secondary Language Arts courses, it would appear that these should be reflected in the college English methods course. If there be desirable procedures and content in one college methods course, it would seem other courses might profit from these. If certain new procedures have been found successful or unsuccessful in one college, it appears other colleges might profit from this knowledge.

All of the above presuppose that there be communication among the colleges regarding the English methods course. Yet, those who are teaching teachers to teach the art of communication have themselves failed to communicate. An informal survey of four teachers of the English methods course shows that the course was developed almost entirely on the local level. What was being successfully applied elsewhere seems to have been ignored in the face of such criteria as who shall teach the course? can the course be taught in the framework of a general methods course? how many students will probably enroll? shall it be taught in the Education or English departments?

The first need, then, is to record what each college is

doing.

A further need for the study is that such information is exigent if courses are to move forward in purposeful, objective, successful teaching. And courses are ready to move. Heretofore, tradition and lack of investigation have been too binding; but the first real opportunity is present. The changing conditions of both the world and education indicate that progress must occur now, or the entire field of Language Arts may be a deterrent to the future of many people. New teaching techniques are developing; old techniques are being re-evaluated. A great amount of new literature is emerging. Research records new ideas for teaching composition. The word grammar is taking on new connotations. This study will show what practices are now being used to meet changes in both content and technique.

Furthermore, the findings of this study must be interpreted in the light of contemporary research investigation. Today's periodicals seem to say that teaching in this area may be too unscientific, too unorganized. Although complete agreement concerning procedures and objectives may be as bad as no agreement, surely a united, planned approach offers the best opportunity of success to meet the needs of today and the changes of tomorrow. This study will make such summaries and interpretations.

Finally, the results and interpretations of this study should be available to all cooperating respondents and colleges, and to anyone else who might find them interesting or valuable.

### Scope of the Samples

The colleges included in this study are the sixteen teacher-education institutions of the state of Oklahoma.

The literature examined in the study consists of the methods text books of the past ten years, 1953-1963, and selected periodicals of the past five years, 1958-1963.

The authors who were used to validate the questionnaires are those who, since 1950, have published texts in the area of secondary English methods.

### Statement of the Problem

The purpose of this study is to record the practices used in the English methods course in the colleges of Oklahoma in the school year 1963-1964, and considered effective by the teachers of those courses. Summaries and interpretations will be made concerning the findings.

### Assumptions

The study is based on the assumptions that criteria for

secondary Language Arts methods exist in professional literature which refers to the education of the future English teacher; that these criteria may be identified and stated as practices; that the acceptance or rejection of these practices by college personnel will indicate the practices of these programs. The questionnaire is assumed to be an accepted research technique.

#### Limitations of the Study

One major limitation of the study lies in the nature of the instruments used for obtaining the data. These instruments have several inherent limitations. First, the validity of responses given to items in a check list is contingent upon the honesty and sincerity of the respondent and upon his willingness to cooperate. Second, words and questions may be interpreted differently by each respondent and his answers given in light of these interpretations. It is, therefore, possible that answers come from differing frames of reference.

A third limitation appears in the selection of the items for the check list. In such a study as this there is considerable difference in the frames of reference from which respondents report, even though the items were taken from the writings of recognized authorities in the field.



A final limitation results from the arbitrary choice of the state of Oklahoma as the area of study.

#### Organization of the Study

These steps are to be used in this study:

- (1) Review professional literature as shown in the Scope of the Study and record its core content.
- (2) List topics commonly recommended for an English methods course as developed in the readings.
- (3) Develop, from the literature, a survey instrument or questionnaire.
- (4) Refer the instrument to recognized contemporary writers of professional books for their criticism and comments.
- (5) Revise the questionnaire if revision is indicated by the jury of authorities.
- (6) Test the questionnaire on several out-of-state colleges both by mail and by personal visitation.
- (7) Revise the questionnaire if revision is indicated by this testing.
- (8) Mail the revised check list to the teachers who teach the English methods course in the sixteen institutions of Oklahoma.
- (9) Compile and interpret data.

(10) Draw conclusions and implications for the English methods course.



## Footnotes

1. Chester W. Harris (ed.), Encyclopedia for Educational Research (3rd ed.; New York: The Macmillan Company, 1960), pp. 383-403, 454-478.
2. Ibid.
3. NEA Research Bulletin (Washington, D.C.: National Education Association, October, 1963), p. 72.

CHAPTER II

A SUMMARY OF THE LITERATURE RELATIVE  
TO THE DEVELOPMENT OF THE  
SURVEY INSTRUMENT

The past ten years show a definite growth in the amount of literature produced which is relative to the English methods course. Libraries of Oklahoma colleges show that more English methods books are listed which have been copyrighted since 1955 than there are English methods texts for all prior years. A check of reading indexes reveals about ten times as many articles published per year during the last five years as had been published yearly prior to 1960.

This increase in literature has been accompanied by increased research in the studies of the Language Arts program in the public schools. However, the research has been almost entirely directed toward the content of secondary English courses and toward teaching techniques for teaching secondary English.

The study undertaken herein is unique in several ways. First, it is directed toward all teacher-education colleges

inside a geographical limit: Oklahoma. Second, this study is directed toward the college English methods course which teaches teachers to teach English and only indirectly toward the content and procedures of secondary classes. Third, those chiefly responsible for furnishing the data in this study are the teachers who are presently engaged in teaching the college course in secondary English methods. Fourth, leading authors of books and articles relative to the college English methods course have contributed to the writing of the survey instrument used in this study.

Research shows no comparable studies completed.

The first problem, then, was to learn what the literature showed as the most important and most often discussed materials relative to the secondary English methods course. All texts used by teachers of the course in Oklahoma colleges were studied. A chart was made listing these texts and cataloging their main ideas. The same was done for 153 magazine articles published during the past five years. Certain miscellaneous literature was also considered.

As a result of this study certain areas appeared as those in which the most valuable information could be gained by a survey instrument. Five of these areas appeared in every text book: (1) philosophy, (2) literature, (3) grammar, (4) written composition, and (5) oral composition.

Other categories which stood out in importance because of the frequency of their appearance in both texts and periodicals included: (6) the definition of English, (7) teaching the non-average student, (8) professionalism of the teacher, (9) reading, (10) spelling and vocabulary, (11) extracurricular activities of the English teacher, (12) guidance, (13) mass media, (14) public relations, (15) thinking, and (16) listening. These, then, were the sixteen categories chosen for the headings of the master chart. These were the items which would form the basis of the survey instrument.

### Philosophy

A discussion of philosophies of English teaching occupies one or more chapters in each of the texts used by classes in English methods in Oklahoma. Examples of these philosophies are given below.

Loban, Ryan, and Squire state, "At the heart of the problem of teaching English lies the need for integrating purpose, content, and method. The why must be related to the what and how."<sup>1</sup>

Bernstein offers this suggestion:

English should teach us how to accept and transmit communication, how to enrich the blueprint of our lives, how to understand the order and design in ourselves and the world around us and the kinds of causativeness there are, and how to share in

the lives of different places and people.<sup>2</sup>

Sauer says:

The teaching of English becomes then something other than a firm, unyielding, uncompromising discipline without relation to student interests or capacities, something other than a year-after-year cacophony of conjugating verbs, writing formal invitation, memorizing Whittier, Holmes, or Longfellow, and trying, as Professor Edward Gordon of Yale puts it, to find out just where Silas buried the money.<sup>3</sup>

Hook summarizes his feelings by saying:

Although he is always ready to grant that the work of others can be as significant as his own, the successful English teacher nevertheless has a deep sense of worthwhileness in his own work. He does not teach commas simply because the course of study says that he should, or teach Shakespeare because Shakespeare is always taught in English, or teach oral English because he does not have to prepare lessons for the days when students make speeches. He teaches these things and everything else because of what they can do for his students.<sup>4</sup>

As a result of this study of the philosophy of English teaching, and because of the amount of space given to its consideration by the authors of texts and magazine articles, thirty-three items were chosen for the philosophy section of the survey instrument.

#### Grammar

Grammar was the second area in which there was complete unanimity of opinion. All texts included chapters on gram-



mar. Furthermore, more periodicals published articles on grammar teaching than on any other subject.

The reason for today's emphasis on the teaching of grammar does not rest so much on the value of any grammar as it does on the fact that today's teaching of grammar is undergoing so much controversy and change. Sauer<sup>5</sup> for example, after devoting Chapter One to a discussion of philosophy, entitles Chapter Two, "What is English?" Chapter Three is, "What Is Good English?" Chapter Four is, "Traditional Grammar: Purpose and Problems," and Chapter Five is, "Structural Linguistics: Purpose and Promise."

Periodicals are especially valuable for studies in grammar. Several sample statements follow which were used as a basis for items in the instrument. From Hook we read:

In many composition courses grammatical structures receive scant attention. Though we recognize that students should write increasingly mature sentences, the goal seems to be one devoutly wished for rather than one to be achieved by conscious effort.<sup>6</sup>

Newsome argues, "I believe that traditional grammar has a hundred times more potential for improving punctuation and style than has structural linguistics."<sup>7</sup>

Wolfe approaches the problem by saying, "The problem of usage is a different issue. The pertinent facts for a

theory of usage are derived from linguistic history rather than from structural analysis."<sup>8</sup>

Ives feels that everyone should have a right to present all the ideas possible.

The structuralist no longer has cause to complain of neglect; the journals, the annual conventions, the nominators to Fulbrights, the summer institutes, are full of him. No one should complain of this. If the structuralist has much to say, we should hear him, and if he has too little content for his words, his audience will soon wander off.<sup>9</sup>

Laird feels it may be impossible to move effectively to any big change without some regard for the past.

Developments in the last five years, however, have not shaken but rather have confirmed my old belief that popularizers of English linguistics should carefully maintain some continuity in our grammatical tradition and that they should absolutely refuse 'the mere substitution of new dogma for old.'<sup>10</sup>

Sledd seems to agree with Laird when he states:

Teachers cannot be equipped to provide the 'applications of linguistic science' to the problems of teaching English by taking 'one or two courses in linguistics.' It seems to have been assumed that everybody knew what subject matter content any course of study labelled 'linguistics' would include, and that any course with a 'linguistics' label would provide the necessary enlightenment. As a matter of fact, however, 'linguistics' covers a very wide range of material and one cannot predict even what an introductory course will stress.<sup>11</sup>

Fries summarizes:

In my view, it is not the tools and techniques of

linguistic science that should be brought into the classroom; but, in some way, the substance of the knowledge and understanding won by linguistic science must be thoroughly assimilated and then used to shed new light upon the problems that arise wherever language is concerned.<sup>12</sup>

The Encyclopedia of Educational Research for 1960 summarizes thirty-five articles on grammar. Among the authors cited are such well-known names as Pooley, Fries, Laird, and Markwardt. Other various references are to the publications of National Council of Teachers of English.

As a result of the study in grammar, forty-six items were placed in the grammar section of the survey instrument.

#### Literature

The teaching of literature continues to occupy more of the teacher's time than any other facet of the course content. A survey of the space dedicated to this subject in the college texts shows many such chapters as: "The High School Literature Program Reconsidered," "The Teacher and the Art of Fiction," "Language and the Art of Poetry," "Society and the Art of Drama," "Teaching Non-Fiction," "Needs Through Literature," "The Problem in Literature," and many, many others.

As Hook says, "Literature does have power. For it to exercise its power, though, the right people must meet the right literature. In addition, the meeting must occur in



circumstances that allow the literature to demonstrate its power."<sup>13</sup>

In addition to these opinions which emphasize the traditional place of literature teaching in the curriculum, two new considerations cause even more attention to be given to this area.

First, there are many new ideas and innovations for teaching literature. It may be integrated with many subjects. It is the avenue by which we teach reading. Literature may be taught many different ways, i.e., emotionally, imaginatively, factually. Second, the impact of contemporary literature on secondary teaching is at one time controversial, exigent, interesting. For example, regarding the first point, if these statements of Wolfe are valid that

One of the ideals of the imaginative English teacher is to find a novel for each student that keeps him eager and excited, and until a student feels this electric grasp of his whole being that only sensory language can achieve, he has not found the joy in reading which magically opens a hundred doors to the education he needs.<sup>14</sup>

then it follows that there must be thousands of ways to open hundreds of doors and that this fact will consume a great deal of study and planning in the methods class.

Regarding the second point concerning contemporary

literature, Sauer points out, "As teachers of literature we must not run away from modern literature; in a world of un-animously realistic words, the English teacher has a new obligation: helping students to approach the realism in a proper frame of mind."<sup>15</sup>

Sauer again states, "When modern classic literature is being discussed, there must be a serious adult attitude about the activity."<sup>16</sup> And from the same author, "It has often seemed to me we have all the right authors and all the wrong books."<sup>17</sup>

Because of the above discussion, several items concerning censorship and choice of books were placed in the survey questionnaire in addition to the more traditional items. The total items used from the discussion on the teaching of literature was thirty-six, a number representing the largest section in the instrument.

#### Written Composition

The fourth area to which the texts of Oklahoma colleges were unanimous in devoting considerable space was written composition. Again this emphasis seems to be due to society's current demands as well as the fact that new ideas are continually being offered on this subject.

Since most schools are now placing so much emphasis

on writing skills, it follows naturally that the English methods course must be giving considerable attention to this area. It also follows that today's beginning English teacher must be equipped with as many skills, ideas, and techniques as possible to meet the writing challenge of the secondary school.

As stated by the NCTE curriculum series:

The very nature of writing indicates it must be learned through actual experience in putting words together to express one's meaning. One does not learn how to create a sentence by adding or subtracting words and punctuation marks in a sentence someone else has created. Composing a paragraph or an essay is a closely knit operation, and playing with the pieces will not substitute for making the whole.<sup>18</sup>

Little information or discussion was given by the literature for teaching creatively. Most text material was given to the theme, essay, or paragraph. However, several periodicals show an increase in articles about informal writing, and Wolfe's book, Creative Ways to Teach English, was found to be a basic text in two colleges and used as a reference book in all others.

As a result of the study in written composition, nineteen items were placed in the survey instrument with only one of them being directed especially at creative writing.

## Oral Composition

Oral composition is the fifth category which appears at some length in all the texts used, although less discussion was given to it than to the first four. Bernstein devoted one complete chapter to "Speech."<sup>19</sup> Hook used one chapter which he titled, "Improving Students' Speech."<sup>20</sup> Wolfe seemed to summarize the thinking of the literature in general when he said, "One of the most difficult tasks of the English teacher is to create in her classroom the kind of atmosphere in which boys and girls feel free to speak their spontaneous impressions of life, books, and ideas."<sup>21</sup> Loban, Ryan, and Squire agreed when they stated, "A flexible situation where participants are relaxed and self confident is essential for effective communication."<sup>22</sup>

Sauer points to possible new approaches which English teachers may use in teaching speech in connection with or as a part of secondary English when he says,

The questionable uses and abuses of language in today's world and the need for the secondary school to make its students conscious of these questionable uses and abuses are fairly new materials in the English curriculum, but no one is likely to deny the necessity of handling the problem.<sup>23</sup>

Much of the text and periodical material regarding speech shows a need for teaching techniques to be taught in this area, but the texts also give little specific

information on what these techniques should be.

Seventeen items were placed in the instrument.

### Listening

Although Listening was mentioned in all texts as an important part of the Language Arts area, only three books devoted complete chapters to it. The 1952 publication of the National Council's Commission on English, The English Language Arts, has a chapter, "The Program in Listening." The 1956 publication has a chapter, "Developing Competence in Listening."

In the third book, in which at least a chapter is devoted to the subject, Loban, Ryan, and Squire base their suggestion for including this subject in the Language Arts on this statement: "Listening is the chief means by which the majority receive information upon which to base opinions and choices; it is the principal avenue for the daily assimilation of language directed to us by friends, employers, fellow workers, and family."<sup>24</sup>

The survey instrument lists seven items for this category.

### Thinking

Teaching Language and Literature<sup>25</sup> by Loban, Ryan and

Squire is also the only text which gives chapters to the area of Thinking. Chapter Two, "Logical Thinking," argues,

Students need help in learning the steps and skills involved in logical thinking and the ways to use reason in disciplining emotion. Unchecked and unevaluated emotional responses offer no reliable guide for behavior. Research, as well as experience, has demonstrated that the planned study of methods of reasoning clearly contributes to the ability to make sound judgments and form intelligent conclusions.<sup>26</sup>

In Chapter Three, "Imaginative Thinking," the same professors state:

For their students, teachers of English endeavor to achieve by less dramatic means this balance of lucidity and enthusiasm. Educational efforts to develop a bare intellectuality are doomed to failure--doomed because by nature men are emotional as well as intellectual. The study of English concerns more than systematic thinking. Although the importance of logic and analysis as educational imperatives should not be minimized, students' feelings and imaginations must also find frequent expression lest the classroom become a grim intellectual gymnasium.<sup>27</sup>

#### Media

The only text used in the methods course in Oklahoma colleges which gives a chapter or more to a discussion of how to teach secondary students to handle mass media in an intelligent manner is Teaching English in High School by Abraham Bernstein. Bernstein makes a plea for the inclusion of such materials in the course curriculum and lists sub-headings for

his discussion on Journalism, The Magazine, Television and Radio, Films, and Paperbacks. Then to the future teacher he suggests:

Your students should read newspapers, not passively, but as active, interacting readers, watchfully, sniffing for propaganda and tendentious editing, and mindful of the story's source. When well read--written--newspapers can be tremendously informative. So, too, can magazines. The American who knows how to read newspapers and magazines is as well informed as any citizen in the world. The teenager in your classes wants to feel the contemporary throbbing within him, so much is he a creature of the here and now.<sup>28</sup>

Eight practices were chosen for the questionnaire.

#### Professionalism

Fifteen items were placed in the survey questionnaire on Professionalism. Although all texts mention it briefly, and several magazines display articles on this subject, only three texts discuss the subject at length. Sauer says:

Successful teachers of English go on learning all the time, through activities within the profession, through additional course work during the summer or in the evenings or on Saturday mornings, through reading, through attending plays, lectures, concerts, museums, art galleries, through travel, through membership in discussion groups, through stimulating friendships, through the fun and relaxation of modern American living. Good teachers know what is happening--in the world, in education generally, in their own field.<sup>29</sup>

"Be attentive to your colleagues," says Professor Bernstein in his chapter devoted to the relationship of

the English teacher to the other members of the family.<sup>30</sup>

Wolfe devoted his chapter on professionalism to a plea for future teachers to grow with "Books of Permanent Meaning."<sup>31</sup>

Certainly it is the obligation of every methods teacher to develop a sense of pride for the profession in the future teacher, a feeling of responsibility to make the profession more attractive and effective, and to create in the student a desire to grow to his capacity in a profession that grows only when he does.

#### Miscellaneous

Seven miscellaneous items were selected from the literature as being of sufficient importance to be listed in the questionnaire. These items concerned spelling, vocabulary, the use of armed service manuals, teaching the gifted, the English teacher as a guidance person, and the responsibility of the English teacher toward the student and the college entrance exams.



## Footnotes

1. Walter Loban, Margaret Ryan, and James R. Squire, Teaching Language and Literature (New York: Harcourt, Brace and World, 1961), Foreword.
2. Abraham Bernstein, Teaching English in High School (New York: Random House, 1961), p. 12.
3. Edwin H. Sauer, English in the Secondary School (New York: Holt, Rinehart, and Winston, 1961), p. 12.
4. J. N. Hook, The Teaching of High School English (New York: Ronald Press Company, 1959), 2nd ed., p. 15.
5. Sauer, Table of Contents.
6. Hook, p. 116.
7. Verna L. Newsome, "Expansions and Transformations to Improve Sentences," NCTE Paperback (Convention, 1963).
8. Don M. Wolfe, "Grammar and Linguistics," English Journal (February, 1964), p. 74.
9. Sumner Ives, "Grammar and the Academic Conscience." College English (November, 1962), p. 99.
10. Charlton Laird, "Structural Linguistics," College English (November, 1962), p. 93.
11. James Sledd, "A Plea for Pluralism," College English (October, 1961), p. 15.
12. Charles C. Fries, "Advances in Linguistics," College English (October, 1961), p. 37.
13. Hook, p. 116.
14. Don M. Wolfe, Creative Ways to Teach English (New York: The Odyssey Press, 1959), p. 275.
15. Sauer, p. 147.
16. Ibid., p. 146.

17. Ibid., p. 142.
18. Commission on the English Curriculum, "The English Language Arts in the Secondary School," NCTE Curriculum Series (Appleton-Century-Crofts, 1956), Vol. III, p. 297.
19. Bernstein, pp. 320-331.
20. Hook, pp. 444-473.
21. Wolfe, Creative Ways to Teach English, p. 90.
22. Loban, Ryan, and Squire, p. 425.
23. Sauer, p. 118.
24. Loban, Ryan, and Squire, Table of Contents.
25. Ibid., p. 73.
26. <sup>2</sup>Ibid.
27. <sup>3</sup>Ibid.
28. Bernstein, p. 284.
29. Sauer, p. 223.
30. Bernstein, p. 391.
31. Wolfe, Creative Ways to Teach English, p. 342.

## CHAPTER III

### PROCEDURES OF THE STUDY

As explained in Chapters One and Two, the literature was reviewed, and a master chart developed from which the survey questionnaire could be made. To do this a tentative questionnaire was sent to eight professors in three colleges asking them to use the questionnaire on a trial basis and report results. As a result of this the checking columns were changed from three of "Always," "Seldom," and "Never," to four columns headed "Usually," "Often," "Seldom," "Never."

The instrument was then sent to the authors of the texts used in the secondary methods course in Oklahoma colleges. Of the ten authors contacted, eight answered. One was deceased. One was not located. Of the eight who answered, one felt that the study was "shallow and of doubtful value." Seven authors were enthusiastic about the project and very cooperative. Some obviously spent many hours in evaluating, criticizing, and rewriting items in the proposed instrument. Although the authors are not identified

at this point---they are noted in the appendix---some of their informal comments appear relevant in justifying the questionnaire as developed.

"You are ambitious. This (instrument) is so large it is overwhelming. I am deeply interested and would like a copy to use in my own teaching. See my comments on the following pages."

"An intelligent questionnaire. I have made my suggestions on the following pages. May I have a copy of the finished questionnaire and also of the results?"

"All of these comments are intended to be helpful to you in completing your purpose. If you complete your study this year, it may well be that those attending the 1965 spring conference on English Education to be held at the University of Kentucky will be interested in a report from you."

"Thank you for your letter and questionnaire. I have done what I could to help."

Certain specific changes were made in the questionnaire as a result of this very active interest on the part of the authorities.

1. Section I, part A, item 4 was changed from "Ideas by which they can help..." to "Ideas by which teachers can help..."
2. Section I, part A, item 5 was changed to add the phrase "in relation to English instruction" at the end of the item.
3. Section I, part A, item 16 was changed to include "love and respect for democratic ideals" in parentheses.
4. Section I, part A, item 19 was changed from, "An understanding of the lasting values of English to students and community" to "An under-

standing of the real and lasting values of English."

5. Section I, part A, item 20 was changed from "Ideas and attitudes which may be used for selling English to students and community" to "Ideas and attitudes which may be used for obtaining public support for the teacher's English program."
6. Section I, part A, item 28 was not changed because it was a "planted" question.
7. Section II, part A, was changed in title from "Grammar" to "Grammar and Usage."
8. In line 4 of the introduction to Section II, the words "are now" were changed to "may now."
9. Section II, part A, item 3 was changed from "a knowledge of several new approaches to teaching 'grammar' to "Some knowledge of the new grammars."
10. In Section II, part A, item 7 the word "new" was changed to "transformational."
11. Section II, part A, item 7 was not changed because the evidence from periodicals appeared to warrant the item as written.
12. Section II, part A, item 15 was altered to change the word "their" to "students'."
13. In the introduction to Section III, the last line was changed to include the word "usually" so that it reads, "...literature is 'usually' the major part of secondary English."
14. The suggestion to drop the first item in Section III, part A, was rejected because a survey of ten high school texts showed enough comparable content to be called core. For example, Macbeth was included in all senior texts.
15. Section III, part A, was lengthened to include item 36.

16. Section IV, part A, item 7 deleted the words "class and" from the phrase "with all class and school activity."
17. Section V, part A, item 4 was changed from, "Suggestions on how to sell the values of good oral composition to the high school student" to "Suggestions for creating desire in the student to become proficient in oral composition."
18. Two additional items, numbers 16 and 17, were added to part A of Section V as a result of further suggestions by the authorities.
19. Items 7 and 8 were added to Section VIII, part A, as a result of suggestions by the authorities.
20. Section VIII, part A, item 3 was changed to omit the words "radio and" after a suggestion by an authority and after further research found no radio service available in Oklahoma designed for English Education.
21. Section VIII, part A, item 8 was changed from "An understanding of effective conditions for use of films, etc." to "An understanding of effective use of films."
22. Section X, part A, item 7, parts b and c were changed from "English 3200" and "English 6500" to "b. programmed texts" and "c. boxed laboratory kits."

The revised instrument was then mailed to fifteen out-of-state colleges. Two of these were visited personally for a practice interview. The first of these two checked the questionnaire but stated they felt nothing further could be gained by an interview.

The second college spent several hours of time and involved four faculty members including a dean in prepara-

tion for the visit. The chief results of the visit were:

- (1) To learn that in many instances the survey might involve more persons than just the professor of secondary English methods;
- (2) That the time for a complete reply to the instrument would take from eight to twelve hours by a respondent;
- (3) That the survey should be explained as one demanding a great deal of time but one that would furnish very valuable results for all colleges involved.

All three of these points became a part of the approach made to Oklahoma colleges.

Eight of the remaining thirteen colleges returned the instrument. No specific changes were made as a result of their answers. However, their answers and comments were quite valuable in preparing for the interviews which were to be carried out during the summer of 1964. This research also contributed to the validation and reliability of the instrument.

A summary of the results of the instrument as completed by out-of-state schools is tabulated in appendix A. A copy of the final questionnaire is used for this compilation.

Copies of the finalized instrument were mailed in April 1964, to the sixteen teacher education colleges of Oklahoma. In the accompanying letter the teachers of the secondary English methods course were told that they would

be contacted by telephone relative to a convenient time when the interview could be held concerning the instrument and a convenient time for the instrument to be returned.

During the summer of 1964 fourteen of the sixteen colleges were visited. In some instances a group of professors had considered the instrument, often as a basis for their own college's philosophy. In three visits the administration was involved directly with the study. In one university where the secondary English methods course was taught in both the education and English departments, the groups had conducted separate studies on the questionnaire, then compared results.

All schools were highly cooperative. All schools spent many hours in preparing the instrument. All schools expressed a sincere desire to receive a copy of the results.



## CHAPTER IV

### FINDINGS

The following pages show the findings of the survey instrument as reported by the sixteen teacher education colleges of Oklahoma.

One college replied to the instrument by stating that its secondary English methods course had now been "assimilated by the general methods course due to a lack of students."

At one of the larger universities where the course was taught in two different colleges, both colleges completed the instrument and the following results contain both of these reports. This makes a total of sixteen completed, or nearly completed, instruments which are included in these findings.

The numerals shown on the instrument represent the number of times each item was checked.

The findings are compiled on a copy of the questionnaire which is identical to the one used in the survey except for a change in wording at the beginning of each section.

An exact copy of the instrument is shown in appendix A.

## I PHILOSOPHY

## Part A

The respondents replied to the statements below to show ways in which they develop a desirable English teaching philosophy in their future English teachers.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. An understanding of the importance of communication in today's world.	16	0	10	5	1	0
2. A knowledge of the history of English teaching in America.	12	4	3	3	7	3
3. An awareness of the various "definitions" of English teachers and an understanding of some of the implications of these.	14	1	6	5	4	0
4. Ideas by which teachers can help high school students develop a successful philosophy for living through their study of English.	16	0	11	3	2	0
5. A recognition of the meanings and implications of ability grouping in relation to English instruction.	16	0	8	5	3	0
6. Interests in the changing forms and structures of language.	14	2	8	5	1	2

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
7. Ideas for the examination and study of their personal language.	15	1	8	4	4	0
8. A recognition of the importance of studying various techniques for presenting language study to the secondary student.	16	0	10	6	0	0
9. A knowledge of possible uses for teaching aids such as workbooks, duplicated materials, etc.	16	0	12	3	1	0
10. An understanding of how teenage language is related to the teaching of English.	13	3	6	5	4	1
11. An idea of the role humor plays in the teaching of English.	14	2	9	3	4	0
12. A knowledge of how socio-drama may be used in the teaching of English.	13	2	6	0	5	4
13. An understanding of the role of the English teacher in the community in which he may teach.	14	1	8	2	3	2
14. A knowledge of possible ways to meet individual differences of students in the English class.	16	0	12	4	0	0
15. Knowledge of English testing procedures:	16	0	8	2	4	0
diagnostic	13	0	6	4	5	0
achievement	13	0	7	2	4	0

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
I. Q.	10	1	5	1	5	2
college board	10	1	2	1	7	3
16. A desire to teach patriot- ism (love and respect for democratic ideals) in the English class.	15	1	8	2	4	1
17. Ideas for teaching the great ideas and themes from literature which may become a part of the student's philosophy.	15	0	11	3	1	0
18. An understanding of the psychology of English teaching. For example, what are the psychological implications of teaching a course that is required every year.	14	1	8	2	3	2
19. An understanding of the real and lasting values of English.	15	0	12	2	1	0
20. Ideas and attitudes which may be used for obtaining public support for the teacher's English program.	13	2	4	4	4	3
21. A desirable attitude toward use of a textbook, systematic planning, and use of outside resources.	16	0	12	4	0	0
22. Understanding of the prin- ciples of programmed learning as applicable to high school English.	16	0	5	5	6	0

	This Is		I Do This			
	Desirable		U	O	S	N
	Yes	No				
23. A desirable attitude toward the teaching of certain classics to certain students under certain conditions.	16	0	11	3	2	0
24. Ideas for developing in the secondary student desirable objectives for use of leisure time.	14	0	7	2	5	0
25. The idea that they cannot teach everything and that much of their time will be devoted to deciding what to teach and to whom and when.	15	0	13	1	1	0
26. Recognition of the necessity for lay help in paper grading.	5	11	2	0	3	11
27. Desirable attitudes toward the grading of papers and the rating or evaluation of students.	16	0	12	3	1	0
28. The idea that because of the excessive load English teachers carry, they are entitled to extra salary.	3	13	1	0	1	14
29. Desires and ideas for developing the creative talents of students.	16	0	9	5	2	0
30. A philosophy they can use in developing an "I want to do my best" philosophy in students.	16	0	10	4	1	1
31. The idea that an English teacher must be constantly studying the teen-ager whom he faces daily.	16	0	10	3	2	1

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

32. Some knowledge of how the  
individual background of a  
teacher may assist or hinder  
him in his teaching.

33. A desire to campaign vigor-  
ously for smaller classes  
for the English teacher.

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
32. Some knowledge of how the individual background of a teacher may assist or hinder him in his teaching.	16	0	7	5	3	1
33. A desire to campaign vigor- ously for smaller classes for the English teacher.	11	5	7	3	1	5

## Part B

The respondents checked the following methods, materials, and devices the number of times shown as being most helpful to them in developing the practices listed in part A of this section.

<u>3</u> Socio-Drama	<u>6</u> Audio-Visual	<u>0</u> Supervised Study
<u>14</u> Lecture	<u>13</u> Library Reading	<u>13</u> Supplementary Reading
<u>12</u> Textbook	<u>2</u> Dramatization	<u>7</u> Term Paper
<u>9</u> Recitation	<u>7</u> Group Recitation	<u>4</u> Research
<u>10</u> Panel Discussion	<u>11</u> Class Reports	<u>8</u> Original Projects
<u>4</u> Trips and Excursions	<u>8</u> Outside Speaker	<u>10</u> Assigned Reports

## Part C

Respondents were asked to describe in detail their favorite procedures for developing the practices listed in part A of this section on philosophy. The results are shown below as they wrote them.

## Respondent A:

By stressing in discussion that one's individual philosophy in the teaching of English must grow out of her own experience in the teaching process, I hope to leave with the students an awareness of a need for constant expansion and growth. Better than my own remarks, wide reading in the professional magazines and publications of English teachers has proved more effective. When faced with opposing points of view (diagraming), students are faced with a choice. Methods students tend to want to know the way. As a general rule, I give them my point of view and tell them why, urging them to test in the classroom and decide for themselves. The methods class should, perhaps, provide a beginning, a basis on which students can build a philosophy toward the several phases of English teaching.

## Respondent B:

I felt that Teaching Language and Literature, by Loban, Ryan, and Squire was excellent. Discussions centered around this.

I think perhaps I found the students' evaluations of one another's model lessons the most successful approach.

## Respondent C:

A successful English teaching philosophy is not developed only in the methods class. It is best developed by observing and association with successful teachers in all classes.

There are about four methods I use to focus the attention of my students on the need for a philosophy of teaching: one, I sometimes ask for paper describing an ideal teacher, including her attitude toward her own advanced learning, the advancement of the profession, her responsibility to students and the community, and anything else the writer



might wish to add. (This also provides an exercise in composition and is graded as one). Two, I use one class period to discuss these same things; or I require the reading of professional magazines and discuss their value in formulating a philosophy of teaching; also, I try to demonstrate in my own teaching the kind of philosophy I should like the students to have.

Respondent D:

I believe the most effective practice I use in secondary methods is that of the socio-drama, or role playing. I give the students about fifty "one-act plays" for them to give in front of the class. The students have the situation descriptions ahead of time but do not know what roles they will play until called upon in class.

In class I allow a few seconds for the class to think over a certain situation I have called for. Then, I ask certain class members to come to the front of the room and act the situation.

I believe there is a great carry-over into actual class activity which each teacher will experience later. I also believe it is necessary for the future teacher to be able to project himself into the role of a student as well as a teacher if he is to teach successfully. There is no attempt to tell any future teacher exactly what to do in a given situation. The purpose is to expose the future teacher to as many life-like situations as possible so that he may make the best reaction possible when similar problems arise in his teaching.

Students are given the case descriptions as shown below. They play the rest by ear. Each "play" is to last about ten minutes and to be brought to a conclusion. The class then discusses the performance.

Nancy Anne is a junior, pretty, and talented. She has always made A's in English. Lately she has become more bored than ever with English and thinks that all they ever do in class is busy work. She read the stories, poems, and novels when she was in junior high. Nancy comes to your room just after school one evening to visit. If she has nerve enough she may tell you exactly how she feels.

Bill has never done very well in your English class (junior) because he has not been interested. He also has a spelling and grammar problem. Most of his grades are D's. C's in other classes. Average personality. First team tackle. Bill has made an appointment to talk with you during study hall. It seems that his father has told him he may have a car of his own if he will make all B's this semester.

Jeanie was crowned football queen last week. She is a fine girl and comes from an influential family. You have found a stack of old book reports saved by a former English teacher, and you learn that the last four reports Jeanie has handed in are exact copies of those handed in by her brother three years ago. You ask Jeanie to come to your office during her free period.

A student librarian comes to you and tells you that Billie Ingalls has been drawing obscene pictures in "For Whom The Bell Tolls." You examine the book and find the pictures which are quite vulgar. When you tell your principal, he suggests you handle the matter the best you can. When you call Billie into your office, he comes in with, "Hi, teacher. You know sompin? This is the first year in my life when I really enjoyed English. I sure do like to have you for a teacher."

The local teen town was closed a year ago after it had become disreputable. Two of your best students stop you after lunch to ask you to sponsor the new teen town one night each week.

At the close of the third week of school you hand in your list of students who are doing failing work. One of these is a first-team halfback. He will now be ineligible for the big game. This is school policy. Although you knew of the policy, you also knew that Joe was only working at one-fourth capacity, and that he had made a grade of 62 on this week's test. The football coach meets you as you both come out of church on Sunday and stops to visit with you about Joe.

Mrs. John Fish, mother of Barbara, one of your junior girls, has become a very close friend of yours during

these first weeks of school. She is a real, sincere friend, about the only one you have. She calls you to come over to her house this evening. When the two of you are alone, she asks your advice. It seems she came home unexpectedly last night and found daughter Barbara in very passionate embrace with the married basketball coach.

You know your sophomore English class is too noisy. All your classes tend to be this way. And you know that your principal knows. You go to his office during your free period to enlist his help.

At the end of your first two weeks you see what "they" meant. Social pressure keeps good students from reciting. You ask Celia Barner, a really fine student, to visit you during study hall. According to Celia the pressure is even worse than you thought. If she recites in class she doesn't get asked for dates. That's how it is.

You three English teachers meet after school to decide whether you want this year's seniors to write a term paper or not. You are all first year teachers, the only English teachers in this high school.

Respondent F:

At the beginning of the term I ask the students to evaluate their secondary teachers, pointing out the strong and weak points of each one. Sometimes in writing, others in class discussion, I ask the students to compare/contrast their best secondary with their weakest attempting to determine why each is so categorized. The contrast usually makes the point that the weak teacher is deficient in aims and objectives of the classroom. From there we try to construct a professional attitude in theory that will assist the students to become strong teachers.

I must confess, too, that from the beginning of the term I instill in the students the idea that if they know what to teach (i.e. subject matter), they'll be enterprising enough to find a way how to teach it.

Respondent G:

Classroom group discussion on some undesirable techniques

involving assignments or evaluations or disciplinary action seems to emphasize what not to do. The discussion should lead to a pointing up of the basic ethical or social or philosophical principles violated or jeopardized, principles that should be upheld and practiced rather than destroyed.

The springboards for such discussion are based on recall of incidents of class members' personal experiences or of their observations over past years.

Respondent H:

I checked the "yes" column under "This is desirable" with unreasonable regularity, perpetuating what I believe to be the major weakness in the language arts method course--we emphasize what should be done ideally, pretty much ignoring what can be done realistically. And some of our students are never able to adapt to conditions as they inevitably find them. Consequently I emphasize these two points: (1) How in little ways to be an effective English teacher (e.g. asking questions that will stimulate discussion, tricks to direct attention, keeping your eye on the clock), (2) How to shift more responsibility onto the students for educating themselves (e.g. preparing to write, reading and commenting constructively on the work of other students, independent work on vocabulary and spelling). But I see from my answers to your questions that I am still subject to delusions about what is possible in the course. And my own methods with the class are, I fear, mundane. At this point I am more interested than ever in seeing what others are doing.

Although teaching is highly methodized, how much can be made of that aspect of it? Knowledge, interest (or better, enthusiasm), and sincerity are far more important. Perhaps "philosophy" is what we should inculcate rather than "method."

I conduct the course on an informal basis. (Perhaps I could dignify it with a label like "sociolic dialogue.") There are reasons for this:

- (1) The students know a good deal about language and literature.
- (2) They have been exposed to method in other education courses.
- (3) They have collectively observed the methods of

- perhaps several hundred English teachers.
- (4) They are anxious to translate all this into a philosophy and practical approach for the teaching of English — after all, they will be soon enough.

Typically I lecture for a meeting or two on some problem; then, in view of the above, we go to it in class discussions.

A "philosophy" develops, I hope, out of the melee. I doubt if it could be "taught."

Respondent I:

Every mature individual possesses some system of beliefs which give meaning to life. This philosophy governs his daily conduct, supports him in times of discouragement, and gives him humility in moments of success. I like to think that this philosophy is aided or even begun in the literature classes; therefore, I lean heavily on lecture and demonstration to show the prospective teachers what their potential really is.

I try to point out that subject-centered philosophy and individual-centered philosophy are wrong and that it takes a combination of both to make good English teachers who guide as they teach. I want them to realize that they are going to guide and teach their students as a whole and as individuals. I also insist that good guidance, teaching, and learning require good atmosphere. A good attitude on the part of the teachers (and also students) and good public relations also help the learners to feel confidence in themselves.

Furthermore, I try to impress upon the student teachers that a particular understanding of young people and their problems in their physical, emotional, and mental development is of paramount importance. When teachers forget that they once went through these experiences, their so-called usable philosophy is no more --- they should get into some other kind of work.

Respondent J:

My own behavior and procedures are meant to be examples worthy of imitation and emulation.

Respondent K:

My procedure is simply to be the best teacher I can be myself by (1) thorough preparation, (2) showing evidence of alertness to new trends and scholarship, (3) energetic teaching and to require as high standards as possible of my students. Here nothing succeeds like example, it seems to me. I try to let my students know by my own actions that I regard the teaching of English as of great importance and consequently hope they will do the same.

Respondent L:

The students are encouraged to think of their own teachers whom they regarded as most successful and to select traits which aided or hindered their effectiveness. Then they are asked to suggest methods by which they were able to learn most effectively. Near the end of the semester, each one writes a paper evaluating (or attempting to evaluate) his own personality in terms of his need to socialize, to understand and get along with adolescents; his patience, his regard for youth, his ability to evaluate his own actions as they concern others, his understanding of the responsibility which faces all teachers. There is much discussion of the need for objectives based on the needs of the students.

Respondent M:

We read other teachers' stated philosophies. I ask students to observe teachers, think about themselves, study, and eventually formulate a philosophy. We recognize that this philosophy is a changing thing.

## II GRAMMAR AND USAGE

## Part A

The respondents replied to the statements below to show ways in which they develop the skills and attitudes necessary for teaching the future English teacher to teach grammar and usage.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. A questioning mind concerning the basic material of the grammar curriculum.	15	0	12	2	1
2. A usable philosophy for teaching grammar.	15	0	13	2	0	0
3. Some knowledge of the new grammars.	15	0	12	2	1	0
4. Reading lists which may be used in the teaching of grammar.	14	0	9	4	1	0
5. Knowledge of several basic texts now recommended for use.	15	0	11	3	1	0
6. Knowledge of several of the new grammar texts.	15	0	10	4	1	0
7. Knowledge and understanding of how to make instructional units for teaching traditional grammar, structural grammar, transformational grammar, or a combination of two or all of these.	15	0	6	6	3	0

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
8. A knowledge of certain analogies, stories, humorous examples, etc. which may be used in making grammar interesting.	14	1	5	6	2	2
9. The idea that grammatical terms must be regularly defined in order to provide a good framework for grammar study.	9	4	5	1	5	2
10. Knowledge of devices, rhymes, etc. for labeling certain words as specific parts of speech.	9	5	2	3	4	5
11. An understanding of the principles of reasoning and logic in the teaching of grammar.	13	2	9	2	3	1
12. A knowledge of how to teach grammar on both a group and individual basis.	14	1	8	3	2	2
13. Enthusiasm for teaching grammar.	15	0	10	3	2	0
14. An ability to create new ideas for teaching grammar.	15	0	5	8	2	0
15. The ability to observe grammatical usage evidenced by students' associates.	13	1	7	2	3	2
16. The idea that language constantly changes.	15	0	10	3	2	0
17. The idea that the spoken language is basic to all language usage.	13	1	8	5	0	1



THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is		I Do This			
	Desirable		U	O	S	N
	Yes	No				
18. The idea that the same thought may be expressed in several levels of usage.	15	0	11	4	0	0
19. The idea that language usage cannot be forced on people.	15	0	11	4	0	0
20. The idea that a philosophy of grammar, usage, and spelling should be integrated with the total program of study.	15	0	12	3	0	0
21. Knowledge of the effect of other languages on the English language.	15	0	6	5	2	2
22. Knowledge of the linguistic philosophies of leading dictionaries.	12	1	5	4	2	2
23. Knowledge that linguists are not all agreed in their definition of linguistic grammar.	14	0	9	3	2	0

## Part B

The respondents checked the following methods, materials, and devices as being most helpful to them in developing the practices listed in part A of this section.

<u>4</u> Socio-Drama	<u>5</u> Audio-Visual	<u>3</u> Supervised Study
<u>14</u> Lecture	<u>12</u> Library Reading	<u>11</u> Supplementary Reading
<u>14</u> Textbook	<u>0</u> Dramatization	<u>5</u> Research
<u>7</u> Recitation	<u>7</u> Group Recitation	<u>1</u> Term Paper
<u>5</u> Panel Discussion	<u>10</u> Class Reports	<u>8</u> Original Projects
<u>0</u> Trips and Excursions	<u>5</u> Outside Speaker	<u>11</u> Assigned Reports

## Part C

Respondents were asked to describe in detail their favorite procedures for developing the desirable practices listed in part A of this section on grammar and usage.

Respondent A:

Beginning with what students already know about grammar, we can avoid repetition. (Reading about various programs of planned sequence.) The teacher can learn what students need through discussion with them or diagnostic tests. (Reading studies in research concerning needs.) Diagnostic test is probably easier. Inexperienced teachers usually need samples of specific questions to ask high school people as well as help in interpreting the answers they give. A response may not be one the teacher desires or expects, but can be explained logically from the student's point of view and thereby turned into a teaching device or technique.

Reading in Mirrielees, Pooley, and Roberts gives the inexperienced teacher perspective in teaching grammar.

Grammar teaching will be effective in terms of the objectives the teacher sets up for the unit: to learn an interesting subject, to pass the English course, to improve writing, to improve thinking. Perhaps all are reasons for teaching grammar. The teacher needs to understand thoroughly that activity beyond the workbook is essential. The teacher must help the student transfer grammatical and structural principles to writing. Indeed it may take longer to make the transfer than it does to teach the grammar.

Respondent B:

Again I found a play-role situation, in which students taught a grammar lesson in the class, most satisfactory. Model lessons were taught after several lectures had been devoted to grammar and usage and after the students had had a chance to review books and articles on the "new grammar".

Respondent C:

The methods course cannot be a content course. Hence, much of value that seemingly should be taught must be omitted. It is my purpose to introduce the students to as many problems

as possible that might arise. One way to do this is to require the reading of good books. I ask all of the methods students to read Teaching English in High School by Robert Pooley. Then, as I mentioned in talking with you, I have one student (more if time permits) use an entire class period to demonstrate the teaching of some phase of grammar--traditional, structural, or transformational. The choice of what to demonstrate is made by the student with my approval.

This often requires more than one conference. In giving this demonstration, the student teacher makes clear these things; the level on which the assignment is to be taught; the point of time in the year's study it might be given; the exact assignment; the way in which it was made--that is, the motivation used; then, finally, the longest part of the demonstration,---a demonstration of the actual teaching.

The other students serve as the class to be taught and are required to have prepared the lesson. They are asked to respond as college students and ask many questions. Time is allowed for discussion of this demonstration.

Respondent D:

I spend a great deal of time here being sure the students know something of stress and pitch grammar, structural linguistics, and transformational grammar. I have personally developed several teaching units for structural linguistics for all grade levels from one through twelve. I share these units with the students and encourage them to adapt them to their own teaching. I find my students highly enthusiastic about these units. Several of them are teaching them in public schools this year.

Again, I use the situation drama. Here are two samples of the kinds I ask the students to act in front of the class:

In the school cafeteria one day you are accidentally seated by the president of the school board who just happened in for lunch. He is a doctor and a leading citizen. He is also a died-in-the-wool grammarian of the old school. He is quite a talker.

Across the table from you are two or three of your junior English students. You have recently been teaching them that traditional grammar is out-of-date and useless. They are listening to your conversation

with the doctor.

Mava Sue Rollins is a new student in school having transferred from another state. She has had no diagramming or formal grammar. Good student. She comes in during your free period to get help. She doubts value of diagramming. Your class is studying diagramming. 10th grade.

Respondent F:

I like to work with them through the patterns of the sentence so that they can later present sentence analysis and construction. I take sentences to class for class participation frequently. Other times I have the students look for patterns in their reading (newspapers, magazines, etc.). I encourage them to make notebooks with these patterns.

Respondent G:

I place responsibility for knowing the language and how it operates on the student. If he has not already absorbed it through earlier courses; he alone is responsible for acquiring the background he needs. Then through related readings during the course in "methods" and through discussions and lectures he should become acquainted with multiple approaches to the teaching of grammar. He must be aware of the difference between the history of the language and grammar and between usage and grammar. Sentence patterns and word order are the keys to understanding and teaching grammar. A sensitiveness to levels of usage and varying dialects are the keys to teaching usage.

Respondent H:

I ask a colleague to lecture specifically on how structural linguistics and the new grammar can best be presented to high school students.

And I lecture briefly on the relation between the logic of word relationships and grammar - concluding, of course, that the two are one. It does seem that more should be made of grammar or logic.

Respondent I:

Each student teacher appears before the methods class at least three times during the course and presents some phase

of grammar. He may use any method he chooses to teach the material which has been approved by his instructor, and he is encouraged to be original.

Some of the student teachers use placecards with caricatures on them; some use stick characters; some use rhyme; some use the chalk board; some give quizzes; some use socio-drama.

Respondent J:

1. Learn the grammar, first.
2. Stress familiarity with tests, etc., to be used in community where student may be employed.
3. Teach the basics to preparing teachers which the community employing them demands.
4. Certain area schools insist the English teachers teach diagramming; hence, this skill is taught.
5. Knowledge of basic rules and application of rules to practical problems of grammar and usage.
6. My favorite device is to teach grammar via much composition so that each person's weaknesses are discovered and individual provision made for correction of basic errors.
7. Teaching by self-made grammar units from workbook made by students.

Respondent L:

I have a series of charts which I put on the board to enforce skills in use of agreement - (subject-verb, noun-pronoun), in use of participles, in selecting correct verb forms. I use the board to point out important ways to teach spelling, the value of visual-audial discrimination, the importance of understanding certain basic rules and applying them. For instance, if a student is told to look at the word, separate, he will note that there are only 2 kinds of vowels in the word, that the first and last are alike, and that the two middle ones are the same. If he does so, he is much less likely to write seperate - as many do. Then I use another chart to teach case: such as

<u>after these</u>	<u>use these</u>
is, are, was,	I, we, she,
were, will be,	he, they, who
have been, etc.	

I encourage student teachers to use every visual aid at their

disposal. I always have ready for dispensing charts put out by book companies and others to use in teaching spelling, vocabulary, etc. Sometimes, I include instruction in phonics.

Respondent M:

English majors are required to take a course in grammar and usage before they graduate. Since they take this course before practice teaching, usually, and since I regularly teach this course as well as the methods course, I have an opportunity to present various points of view on grammar. In methods class we can make reference to points in the class. I have students prepare teaching units, assume the role of teaching a class with the other English majors acting as high school students. The students also read widely. We consider the problem of teaching. Sometimes I give the class a test in grammar. I really believe they have to know grammar well in order to teach it well. Ready illustrations are helpful in teaching. We observe that much grammar is taught through composition.

## III LITERATURE

## Part A

The respondents replied to the statements below to show what practices they feel are best for helping students prepare to teach literature and to show the extent to which they follow these practices.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. Knowledge of the common core of the literature curriculum of the secondary school.	15	0	10	5	0
2. The idea that not all books can be taught, and that a consideration of which books should be taught to what students, and when they should be presented.	14	0	9	5	0	0
3. A questioning mind as to what periods of literature should be taught to what students and when.	13	1	9	3	1	1
4. A knowledge of possible methods for teaching modern realism.	14	0	8	1	4	1
5. Ideas of what literature may be taught other than that which is American or English.	14	1	7	3	3	2
6. Some techniques for teaching poetry to certain students under various conditions.	15	0	10	5	0	0



THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	7. Suggested techniques for teaching literature imagina- tively.	15	0	10	5	0
8. Ideas for making great literature applicable and interesting to today's teenager.	15	0	11	3	1	0
9. Knowledge of the use of recordings in the secondary English class.	15	0	7	4	3	0
10. A belief that each teacher must have a wide and solid foundation in literature.	15	0	10	5	0	0
11. Methods which may assist students to become inter- ested in various types of literature.	15	0	10	4	1	0
12. Sources of reading lists which provide for indi- vidual differences.	14	0	10	2	2	0
13. A list of current fiction which should not be placed in the high school library.	3	11	1	0	2	12
14. The idea that there is no absolute way to teach literature.	14	0	13	1	0	0
15. Several socio-drama ideas usable in teaching poetry.	10	3	7	1	1	5
16. Varied methods to use in teaching Shakespeare.	14	1	9	4	1	1
17. Knowledge of what plays to study and methods to employ in teaching them.	15	0	6	6	1	1

THROUGH BY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is		I Do This			
	Desirable		U	O	S	N
	Yes	No				
18. Knowledge of what essays and biographies may be taught and methods for teaching them.	15	0	4	5	5	1
19. Recognition of how individual differences cause different emotional responses to literature.	14	1	8	2	3	2
20. Knowledge of several textbooks on best procedures for teaching literature.	15	0	12	2	1	0
21. The ability to develop teaching units for various themes from literature.	15	0	11	4	0	0
22. A list of literary passages which should be memorized by all high school students.	2	13	0	0	0	15
23. Specific ideas which may be used for teaching pieces of literature which the secondary texts show are most likely to be included.	13	1	7	4	0	3
24. Techniques for teaching contemporary literature.	14	1	10	4	0	1
25. Methods by which literature may be used to develop critical thinking.	15	0	12	0	2	0
26. An understanding of research which has been done on what literature should be taught when.	12	2	5	4	2	3
27. Knowledge of methods of teaching literature which have been used in the past.	13	2	6	4	2	3

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	28. Knowledge of anthologies offered for use and how to judge them.	15	0	7	4	1
29. Ideas for miscellaneous exercises for teaching literature such as choral reading, recording, memorizing, dramatization, etc.	14	1	9	4	0	2
30. The desire to create new ideas for teaching literature.	15	0	11	2	1	1
31. Methods for allowing students to share literary experiences from outside the classroom.	15	0	8	4	2	1
32. Ideas for literature displays which might be used in the room, or open house, or in literary contests.	13	0	10	2	0	1
33. Ideas for getting the best library books into the hands of the right student.	15	0	10	2	2	1
34. Knowledge of what literature to teach the collegebound student.	15	0	6	5	2	2
35. Understanding of various methods of handling the high school book report.	15	0	11	4	0	0
36. The ability to prepare a discussion plan based on a critical examination of a literary text.	14	0	7	4	2	1

## Part B

The respondents checked the following methods, materials, and devices as being most helpful to them in developing the desirable practices listed in part A of this section.

<u>3</u> Socio-Drama	<u>8</u> Audio-Visual	<u>0</u> Supervised Study
<u>14</u> Lecture	<u>13</u> Library Reading	<u>9</u> Supplementary Reading
<u>13</u> Textbook	<u>3</u> Dramatization	<u>5</u> Research
<u>10</u> Recitation	<u>5</u> Group Recitation	<u>4</u> Term Paper
<u>8</u> Panel Discussion	<u>10</u> Class Reports	<u>8</u> Original Projects
<u>0</u> Trips and Excursions	<u>1</u> Outside Speaker	<u>11</u> Assigned Reports

## Part C

Respondents were asked to describe in detail their favorite procedures for preparing teachers to successfully teach literature in the secondary school. Their replies follow.

Respondent A:

The new teacher must become thoroughly familiar with the library facilities of the school in which he finds himself. He must use all the materials at hand. He must use available materials of the community. The teacher must know a great many books suitable for high school people. He must know about a great many more. The process of "knowing" books will go on throughout the teacher's professional life.

The teacher will likely teach best (most successfully) that literature which he knows and likes best himself. His own appreciation and understanding will illuminate the way for his students. Perhaps the place for the inexperienced teacher to begin is with himself, using the experience, background and understanding of the students as a point of reference. The teacher needs to use all the various approaches to the teaching of literature, singly and in combination, to find the technique best suited to him and the particular students he has undertaken to teach. It is at the point of presentation that the teacher must use imagination and creativity in arousing the response and reaction he is looking for.

Respondent B:

Usually I ask the students to write a lesson plan for teaching a novel or a play, giving a bibliography that includes audiovisual materials; to teach a poem to the class; and to share student teaching experiences. (Usually one or more students has had or is doing his student teaching).

Respondent C:

In your section on grammar, I described the type of teaching demonstration which I require each student to give in at least one area. If time permits, the students give more than one demonstration.

During the days devoted to the teaching of literature, I

always include Shakespeare. Some student demonstrates the teaching of at least one scene. He uses the entire class period and makes clear the things I have listed in Section II. Time is allowed for discussion of the possible success of the approach used. I direct the discussion. Each demonstration is also written in detail to be handed in.

I have as many demonstrations on poetry as possible, including poetry on both the junior high and high school levels. The choices for demonstration must be closely supervised.

Sometimes I give a demonstration on teaching poetry to high school students before I ask students to do so. We talk about what to emphasize in teaching both form and content.

I require the reading of one book about poetry, such as Sound and Sense by Ferrine.

My students report that these hour long demonstrations given in every area of study prove valuable.

Respondent D:

We spend three or four weeks on methods of teaching literature. Each student teaches the class several times. He usually prepares a complete lesson on an area of his choice, but only gets to teach the first 10 minutes of the class. Then he explains what he would have done if he'd taught the entire period. He tells the class who they are - they may be slow 9th graders, or an accelerated group in Macbeth - and the methods students are expected to react to his teaching as that type of student would. The successful teacher must be able to think like a hundred different students.

We also use more socio-drama as shown by these examples which students act in class.

Andre Simmons is a poor-to-average student in your sophomore class. Every chance he gets he comes to your room during your free period to "get some help with tomorrow's lesson." You feel he is just polishing the apple, but he does need help, and you do not want to dampen what little enthusiasm he has. His visits are becoming more frequent since you have started Julius Caesar. At 2:15 he comes again.

Barbara was ill and missed the first week of Julius Caesar. (10th grade). You and she get together before school Tuesday morning to help her get caught up. Barbara is an average student, but more interested in boys than Shakespeare.

Senior Cal Jonson fails to hand in a book report on time. You question him about it privately. He tells you he has never read a book in his life and that he has cheated on every report he ever handed in. Cal is an average student in most classes but D in English. You have asked him to meet you in the library.

Respondent F:

My favorite procedure is to take a piece of literature and work through it with the students, showing how historical, biographical, and critical material can all be brought to bear upon the text. I emphasize the critical reading because I think secondary teachers need to know how to present all types of literature. I believe one of the chief weaknesses in teacher training programs is that we require future English teachers to take at least four courses historically oriented (sophomore English and American Surveys). I would much favor a change to courses like theory of novel, lyric, etc. These, it seems to me, would help them teach all forms of literature; they would get a certain amount of historical perspective as well. Too many times future teachers go out to teach with a wide gap in their training in literature, especially in 18th century. For most of us the Renaissance is much too appealing to pass by; hence students frequently don't get the formal training necessary.

Respondent G:

Emphasis in the following areas always seems to emerge in my classes:

- The human element in literature
- Motivation (character to action)
- Function of characters
- Varying types of literature as varying vehicles to carry similar "loads"
- The relationship (progressive) of Matter, Manner, Meaning
- The need for knowing one's purpose, whether to teach

facts about chronological development of a literary type or to teach the "fringe benefits" of literary content.

Here, again, the student is responsible for his literary background, a background full enough to teach literature successfully.

Respondent H:

I depend almost exclusively on lecture and class discussion. Here are three points I emphasize strongly:

- (1) Literature is the best and most natural context for teaching other skills.
- (2) It is awfully easy to emphasize literature to the point that other skills are slighted.
- (3) Many of the techniques (from completely irrelevant busy work to, in some cases, films and recordings) and approaches (particularly your sociological) really have little bearing on the literary work.

Reading is an extremely important skill that many English teachers slight. I spend a good deal of time on it and distribute (and show how it works using it on one of the students as a subject) a diagnostic guide for reading problems. In class discussion we then point out ways for correcting the difficulty.

Respondent I:

I encourage student teachers to integrate the teaching of literature and composition; i.e., write about what they read. Good theme topics can be pulled from almost any piece of literature.

Once when I was teaching English literature in high school, I used a plan which I will describe for presenting the Victorian Period.

It was spring; my class of almost all senior boys was weary of the Romantic Period; so I had the group to choose an emcee for a quiz show. Each student drew lots for "his" author about whom he made out a set of questions covering the life and work of "his" writer. The student was not to let any of his classmates see his questions. He handed



them in, and I checked them. I also asked the class to write a series of commercials to be used to advertise what might have been sold during the Victorian Period if television had been in use then. The commercials covered such things as Victorian furniture, lace, carriage, barges, etc. After setting the stage, so to speak, the time came for the quiz show (one boy was so moved that he went to the dime store and bought a large quantity of paper to be given to those who answered the questions correctly). The emcee and I spent hours after school getting our procedure worked out so that each student would be called up before the microphone to answer questions over an author other than "his". On the days of the show (two or three) I took a back seat and let the students carry on. They seemingly had fun, and they learned a great deal too. I remember well that the emcee had constantly to say "No coaching, please!" Between contestants, two of the students, particularly interested in speech, read the commercials which were hilarious. Of course the unit quiz was based on the questions used on the show, the spot passages, etc. The essay part of the quiz, which I consider more important than the objective part, included a brief discussion of whether or not the student benefited from such a presentation. This question was answered in the affirmative by every student. Eight years later, students tell me that they remember the Victorian Period in English literature better than any other period, and somehow such passages as:

I am a part of all I have met.

\*\*\*

'Tis better to have loved and lost  
Than never to have loved at all.

\*\*\*

The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven--  
All's right with the world.

\*\*\*

have stayed with them and have become a part of their philosophy.

Respondent J:

Develop a love for good literature. Know enough literary criticism to be a fair judge of what is good. The college teacher who reads good literature consistently is probably the strongest selling device for the college student to read good literature. The latter, in turn, will be infectious. The proof of the teacher's success in this area is that his/her students read - continue to read - on their own.

I require students to know and prepare resource and teaching units in literature. These include statements of objectives, required and related reading lists, study guides, projects, audio-visual materials, creative activities, vocabulary, and evaluation - and correlation when valuable and justifiable.

Respondent L:

I have a rather thorough lecture on teaching poetry, which is followed by question-answer period. We discuss types and show how they appeal to different individuals; an effort is made to teach future teachers the value of applying lessons to life situations and encouraging students to identify with every item of literature studies. At least one drama (usually Shakespearian) is discussed thoroughly; ways are suggested (by students as well as teacher) for introducing the drama; visual aids to be used are discussed; methods of approach are suggested; value patterns and skills to be developed are discussed; methods of evaluation are discussed. Every student must prepare a plan for teaching a unit either in grammar or literature and must include ways of introducing, objectives to be achieved, methods and materials, and evaluation. Each unit must be accompanied by a resource file of materials to be used. During the teaching of this unit, he is observed by a member of the university faculty.

We study literature as related to life.

I distribute materials suggested by book companies for consideration.

Respondent M:

Students prepare teaching units on short stories, poems, Shakespearean plays, etc. Sometimes they are assigned to groups which will give a teaching demonstration of various parts of a unit which may have been worked out as a group.

Respondent N:

The following procedure is designed to "vitalize" and to make more meaningful the book report: (11th and 12th grades)

Instead of having each member of the class read and turn in a report of a book — twenty-five class members, twenty-five different reports of twenty-five different books — the class is divided into five to eight groups with four to six students in each one of the groups. The number of class members will, obviously, determine the number of groups and group members.

Each group is responsible for a thorough reading and study of one book; the selection of three to five parts of the work for a creative dramatic staging with action, dialogue and necessary properties; a follow-up discussion in which questions from the "audience" class members are answered by the group members; and evaluation by the teacher.

This approach stresses group responsibility, a more concentrated and thorough experience with the story (book) for the "other" class members as well as the group (s), and a directness and a vitality with regard to a unit on the novel.

## IV WRITTEN COMPOSITION

## Part A

The respondents replied to statements below to show ways in which they develop the necessary skills and attitudes for preparing teachers to teach secondary composition.

U-usually. O-often. S-seldom. N-Never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. Knowledge of the importance of writing in today's communication.	15	0	13	2	0
2. An understanding of methods to use in teaching writing.	15	0	12	2	1	0
3. Understanding of the necessity for writing themes at regular intervals, such as one a month, one a week, etc.	14	1	9	4	1	1
4. Knowledge of how authorities agree and disagree on methods of teaching writing.	13	2	5	7	1	2
5. Knowledge of how to teach various types of composition.	12	0	5	4	1	1
biography	10	0	4	2	5	0
essay	12	0	10	2	1	0
book report	11	0	8	4	0	0
editorial	5	2	2	3	1	2
fiction	10	0	5	4	2	0
drama	7	1	3	1	3	2

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
poetry	9	0	5	1	4	0
6. The ability to select examples of good writing from literature to be used as models in the writing class.	12	2	8	2	2	2
7. Knowledge of how composition may be integrated with all school activity.	14	0	10	1	1	2
8. Ideas of various ways to mark, check, and evaluate composition.	14	0	12	2	0	0
9. Suggestions of follow-up activities for each graded composition.	14	0	10	3	1	1
10. Knowledge of how to cope with individual differences in writing class.	14	0	11	2	0	2
11. Concern for the limitation and selection of topics to be used in composition at various levels.	14	0	10	4	0	1
12. An understanding of the psychology of teaching composition. Examples: Clear writing needs clear thinking. The ideas of each student are important.	13	1	12	1	1	1
13. Knowledge of specific goals and purposes of secondary composition.	13	0	11	1	1	1

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	14. Knowledge of methods and materials for teaching students to develop and write research themes.	14	0	5	4	3
15. Knowledge of miscellaneous teaching aids which may be valuable in teaching composition.	13	1	9	2	0	2
16. A bibliography which may be helpful as the future teacher continues to try to improve his teaching.	13	0	9	2	1	2
17. Ideas for teaching composition creatively.	14	0	10	3	1	1
18. The ability to create in students the desire to write effectively.	13	0	11	2	0	1
19. Knowledge of spelling rules which high school students should memorize.	7	4	5	1	2	4

## Part B

The respondents checked the following methods, materials, and devices the number of times shown as being most helpful to them in developing the practices listed in part A of this section.

<u>  2  </u> Socio-Drama	<u>  5  </u> Audio-Visual	<u>  2  </u> Supervised Study
<u> 12  </u> Lecture	<u> 10  </u> Library Reading	<u>  9  </u> Supplementary Reading
<u> 13  </u> Textbook	<u>  0  </u> Dramatization	<u>  6  </u> Research
<u>  8  </u> Recitation	<u>  7  </u> Group Recitation	<u>  2  </u> Term Paper
<u>  4  </u> Panel Discussion	<u> 10  </u> Class Reports	<u>  5  </u> Original Projects
<u>  0  </u> Trips and Excursions	<u>  2  </u> Outside Speaker	<u>  9  </u> Assigned Reports

## Part C

Respondents were asked to describe in detail their favorite procedures for preparing the student to be a successful teacher of written composition in the secondary school. Their replies follow.

## Respondent A:

Students in methods class mark and comment on samples of freshman college writing which show wide range of proficiency. They peruse newsletter (NCTE) revealing degree of agreement or disagreement among twenty-five teachers evaluating the same theme. This procedure ordinarily arouses great surprise and a heated discussion about why follows.

They read widely in English Journal articles and supplementary textbooks on methods of teaching composition. They study especially the sample unit in NCTE English Language Arts (1956) from which reading, writing, speaking and listening can be taught. Class materials provide students with possible theme and unit topics.

Specific assignments which have stimulated good writing of all forms (essay, poetry, description, narration) are described in detail and discussed in class along with examples of student writing growing out of the assignments. The relationship between the student writing and the way in which the teacher makes the assignment is important.

NCTE Essays on Teaching of English, 1960.

T. N. Hook, Writing Creatively, 1963.

## Respondent B:

I ask them to grade and write comments on mimeographed themes and to write a lesson plan for teaching a composition assignment or assignments.

## Respondent C:

My first step in helping students to be effective teachers of high school composition is to hand them three compositions, each to be marked, graded, and commented upon. The comment is to be written -- a page or so long for each theme, telling the writer what is poor and what is good. At least



two days are devoted to discussing the grading of these themes. The themes are of different quality: good, average, and poor. The aim is to teach students to grade for something besides poor spelling and comma splices. They need to learn to teach organization, guiding purpose, transitions, unity, and coherence. Paragraph development is also discussed frequently.

The next step in my procedure is to have as many demonstrations given by students as time allows. Various types of composition lessons can be demonstrated. In this area, too, I require conferences with the students before they choose a lesson for presentation to the class. All members of the class participate in the writing. The results are discussed. These written papers are graded.

Respondent D:

In written composition I find my most effective method to be my own demonstrations. I have developed several units on how to teach composition. Some are traditional, some are by the creative approach, some by the imitation approach, and some, which I used while teaching composition over channel five last summer, which I have not yet tried on the methods class. I hope my students will use what works best for them.

Then we use more socio-drama, of course. Here are some examples of role playing we ask the students to perform under the same conditions I described in part C of I.

Bill says he cannot write a story. He says he tries hard, but he just can't. You tell him he must, or you'll put him on the ineligible list until he does. He comes to you at a free period to grudgingly enlist your help.

A foreign boy has enrolled recently in your school. He is the only foreigner in school that you know of. He appears to have average intelligence, but also appears rather sloven and dirty. His reading level is about fourth grade. He is in your tenth grade. After one week you schedule an appointment with him in the library.

Jean's mother has forced her to enter a 300-500 word essay in the no-alcohol contest sponsored by an

adult study club. She is being teased by other students for entering. Her theme is due tomorrow. She is quite desperate and comes to you for help.

Respondent F:

I take sample paragraphs to class and ask that outside class the students analyze the paragraphs for grammatical and rhetorical principles. Actually it is really only a critical reading of the paragraphs. I try to show them that a part of what is said is how it is said. We look at punctuation for stylistic effects; transition; metaphorical language (figurative language in general) and rhetorical patterns of the four types: exposition, argumentation, etc.

I take duplicated copies of my freshman themes to class for the students to learn to grade papers.

Respondent H:

I have a batch of freshman papers with a realistic number of notations: a quick generalization, a comment on some major problem or on the execution of what is being taught, another comment or two. (Two rules: always say something meritorious; forget the picayune). Then I circulate, indicating why I said what I did and why I didn't say what I didn't. We have a projector in the department now and I intend to do the same sort of thing live.

Respondent I:

As I mentioned previously, I encourage the student teachers to have their boys and girls write themes based on reading. This method is time-saving; it helps to develop critical thinking; it discourages questions like: "When are we going to study grammar?" or "When are we going to get back to literature?" The boys and girls cannot write without reading, as all the theme topics refer to the reading; furthermore they have a definite purpose for their reading.

Respondent J:

Connotations. Selection of topic by using as memory awakener this (list what first comes to mind): Fears: failure, snakes, booger man, father, thunder, etc; Snakes: blue racer; rattle snake, hoop snake, joint snake; cooper-head; moccasin, black snake.

Make outline thus: (from fears above, I decided to write about snakes)

- I. Experiences with snakes are an unforgettable part of my childhood.
  - A. When the blue racer and I raced across our oat field
  - B. When the only rattle snake I saw during childhood was found in my sister's yard
  - C. When mama told us about the hoop snake that rolled down the hill to attack the woman milking; the woman quickly tied her apron around the sycamore tree which was mistaken for the woman, and the hoop snake stuck his stinger tail in tree, through apron, got stuck and died there
  - D. When the water moccasins thudded from limbs overhanging White River
  - E. When we saw picture of joint snake in our first American history books
  - F. When the copperhead bit Herbert who put his hand under the porch to get his dog and thought the snake bite was a dog bite
  - G. When my five foot mama pulled what she thought a tiny black snake from the back of the chickenhouse and found that as she pulled the snake grew longer and longer so that she had too long a snake to swirl above her in an effort to beat its head on a rock
  
- II. Today I clearly recall these snakes I met in early childhood.

From this outline, develop a theme of 9 paragraphs. I and II are introductory and concluding paragraphs. A, B, C, etc., each is developed into a paragraph. Use transition devices between paragraphs — word, clause, phrase, or sentence. Use ink, unruled paper, follow manual of style provided. Roman number I must state (in outline) writer's attitude (or point of view) toward subject. Roman numeral II is a clincher sentence which restates, in different words, the idea of I.

Methods of paragraph development are taught by example and practice writing.

Research papers are taught by means of manual of style I have written and which I provide for each student.

Outlines are required for all themes.

Teacher's first task is to direct students to maintain their own personalities in their writing.

Check themes carefully and promptly.

Ask for specifics for each theme.

Teach value of specific rather than general noun (elm tree, not tree), descriptive verbs rather than adjectives for stronger description.

I insist on careful proofreading. Teach devices for improvability in proofreading. Insistence on theme subject's being interesting and/or useful to writer. Consider theme audience (reader).

Respondent L:

We have at least one lecture on theme writing: the need for limiting one's subject, so that it can be covered, for being creative and original by not restricting subjects to be used; the importance of expressing oneself clearly and effectively; the need for creating respect for language and a desire to use it correctly; the differences between oral and written expression (that is, certain usage may be acceptable in oral expression but never in written form); the need to develop the dictionary habit; the need to make students understand the need for correct expression.

(One of the best units developed by my students during the past few years was on "Theme Writing," and the student who did it taught a most successful unit on the subject.)

We discuss changing patterns in usage but always emphasize that certain patterns of correctness do not change.

Respondent M:

We spend a great deal of time on techniques of teaching composition. In addition to the help which can be gained through reading widely from professional materials of the NCTE, etc., we check sets of actual high school themes. Again, all check the same theme and compare results. We study marking symbols and appropriate and inappropriate comments. Sometimes we study various patterns of writing, too.

## V ORAL COMPOSITION

## Part A

Today's society seems to demand more than ever that the high school graduate be able to speak effectively. The respondents were asked to check the items below as they used these items to help develop in the student teachers the ability to teach speech in the language arts classes.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Knowledge of basic differences between oral and written composition.	14	1	6	4	1	4
2. An understanding of a desirable balance between written and oral composition.	14	0	5	3	2	5
3. A recognition of desirable goals and values for both oral and written composition.	14	1	5	2	3	5
4. Suggestions for creating desire in the student to become proficient in oral composition.	14	1	5	4	1	5
5. Knowledge of various teaching aids to be used in an oral composition class.	13	2	3	3	4	5
6. A recognition of the increased need for oral proficiency in today's society.	14	1	8	2	0	5

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:

7. Knowledge of different techniques needed for teaching different kinds of speech. Examples: Telephoning, interviewing, story telling.
8. Methods for teaching parliamentary procedures.
9. Recognition of the responsibility of the English teacher for the physical aspects of teaching speech.
10. A recognition of the importance of speech in politics and salesmanship.
11. Information concerning the use of dictionaries in relation to speech.
12. An understanding of the classroom atmosphere desirable in teaching oral composition.
13. A list of possible class activities usable in oral composition.
14. Methods and materials for evaluating oral composition.
15. An understanding of the values and uses of a recorder.
  - a. to furnish examples of good oral speech.

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
7.	11	4	2	3	2	8
8.	11	4	1	0	6	8
9.	12	2	2	2	5	5
10.	12	2	3	2	3	6
11.	13	1	8	1	0	5
12.	14	1	7	1	2	5
13.	14	1	8	1	1	5
14.	14	1	4	3	3	5
15.	12	2	2	3	3	6
a.	11	2	1	2	3	8

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

- b. to help the student  
"hear" himself.
16. Knowledge of types of com-  
ments most helpful in  
improving students' speech.
17. Knowledge of ways to improve  
students' oral interpretation  
of literature.

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
b. to help the student "hear" himself.	11	2	1	3	2	8
16. Knowledge of types of com- ments most helpful in improving students' speech.	14	1	5	2	3	5
17. Knowledge of ways to improve students' oral interpretation of literature.	13	1	5	1	3	5

## Part B

The methods, materials, and devices listed below were checked by the respondents to show which they felt were most effective in developing the desirable practices checked in part A.

<u>3</u> Socio-Drama	<u>3</u> Audio-Visual	<u>1</u> Supervised Study
<u>9</u> Lecture	<u>6</u> Library Reading	<u>6</u> Supplementary Reading
<u>10</u> Textbook	<u>2</u> Dramatization	<u>2</u> Research
<u>4</u> Recitation	<u>6</u> Group Recitation	<u>1</u> Term Paper
<u>5</u> Panel Discussion	<u>6</u> Class Reports	<u>5</u> Original Projects
<u>0</u> Trips and Excursions	<u>2</u> Outside Speaker	<u>5</u> Assigned Reports



## Part C

Below are the subjective comments of the instructors of the methods courses. Each teacher was asked to give his own favorite procedures for helping students become successful teachers of oral composition.

Respondent A:

An excellent occasion for teaching oral composition arises through the book report. The oral exercise can take place before the whole class, between two members of the class or in private conversation with the teacher. The process involves the selection and organization of salient points from a large body of material. It also involves thinking about what someone else wants to know and then answering to the point.

High school students ordinarily enjoy panel discussions, the taking of sides, the give and take of agreement and disagreement.

A unit in making social introductions in class exercise was especially successful during recent student teaching experience. On occasion a research paper on a subject interesting to the whole class can be used as the basis for a talk.

Individual interpretation of a poem makes a good oral exercise.

Providing the "something to say" gives impetus to oral exercise.

Respondent B:

I always intend to, but usually end up by merely calling attention to a chapter in the text on listening.

Respondent C:

In the methods class, I seldom have time to do much with oral composition. Students read books about it and we discuss it. As they give their oral teaching demonstrations, appropriate comments are made concerning oral communication. English teachers need to be required to

take speech courses.

Respondent D:

I'm afraid I don't do as much in this area as I should. We discuss various aspects of this and usually try a few socio-dramas which might be relevant such as this one:

Millie's mother insists Millie give a book review (15 min.) at her mother's Study Club. Program is in 10 days. You know Millie's mother and know she just wants her daughter to "be on a program." Millie is an average junior. She is plain, easily hurt. Almost in tears, Millie comes to her favorite teacher for help.

Respondent F:

I honestly don't do as much I should with oral composition; however, the semester always gets away before I can get to it except by incidental references. I always hope the students have had a good class in speech. I think all these items are desirable but since I don't do much I'll leave it blank.

Respondent H:

The English teacher has time for only the most essential matters. I dictate a three part check list (ten signs of a well ordered speech, ten signs of a well delivered speech, ten ways to build confidence and composure).

Respondent I:

I tell the student teacher that he must be an example in good self-expression. To get a good discussion underway in a class, he must realize that self-expression is a democratic process which unifies a class, that teacher-student planning grows out of oral work, that students have an opportunity to bring a personal experience into discussion and relate literature with it (or vice versa), that they have to give and take, that oral composition brings out the full values of a piece of literature, that he is in a position to find trouble spots and difficult concepts, that the laggard is brought up to date, that discussion fosters good habits of independent thinking, that he may informally evaluate individual effort and

achievement, that the spoken language is the springboard for many other types of activity in reading, listening, and further speaking, and that oral composition is a natural arena for teacher guidance.

The successful teacher of oral composition is one who is interested in everything and everybody.

Respondent J:

Source materials for speech subjects

Regularity of assigned speeches

Clarity of assignment:

Time, outline, poise, posture, delivery, enunciation, pronunciation

Physical environment, equipment, etc.,

Speaker's stand, etc.

Chairman for introducing speakers

Forms (printed) for class members to use in rating on a chart various excellences and weaknesses of student speaking

Teacher comment on each speech

Encouragement by teacher

Instruction in basic techniques for effective speaking

Instructions on establishing of rapport with audience

Variety of types of speeches for specific purposes; e.g., persuasion, narrating, informing, etc.

Have something to say, know subject, organize, know devices of craft, use humor or other means appropriate to get and hold interest of hearers

Individual reports, panel discussions, round-table, group dynamics

Respondent L:

It is suggested that a teacher keep near his finger tips a pad on which he records all errors made in pronunciation and usage. Near the end of the class period, he places these on the board, explains the correct forms, and discusses reasons for developing correctness in these areas. In this way, errors are corrected, but no student is embarrassed by being corrected and perhaps losing face before the group. Emphasis is placed on the value of correctness for social approval. When panels or debate teams are used, the students themselves can make corrections and are urged to become aware of (develop an ear for) correct usage. These can be done in teams—with a

rivalry, on rare occasions.

Respondent M:

I'm afraid I tend to neglect this important area. Two class hours are not enough.

## VI LISTENING

## Part A

The instructors were reminded that if student teachers develop the ability to teach listening in connection with the language arts classes, the methods class must provide certain necessary attitudes and skills. The respondents checked the items below to show what practices they feel most effective for doing this.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. A recognition that listening is one of the most-used communicative skills.	15	0	10	3	0	2
2. An understanding of the various kinds of listening such as: critical, creative, etc.	15	0	4	7	1	3
3. Instructional units for use in teaching students to be competent listeners.	15	0	3	3	5	4
4. A bibliography for use in further study of how to teach listening.	14	1	5	2	0	8
5. Concern for the impact of radio and television on listening habits.	15	1	8	2	2	3
6. Knowledge of research done in the teaching of listening.	14	1	4	3	3	5
7. Knowledge of suggestions of various texts relative to how to teach listening.	14	1	4	3	3	5

## Part B

The instructors checked the following methods, materials, and devices to show which they felt most helpful in developing the desirable attitudes and skills shown in part A.

<u>  1</u> Socio-Drama	<u>  6</u> Audio-Visual	<u>  0</u> Supervised Study
<u>12</u> Lecture	<u>  6</u> Library Reading	<u>  5</u> Supplementary Reading
<u>  9</u> Textbook	<u>  2</u> Dramatization	<u>  2</u> Research
<u>  5</u> Recitation	<u>  6</u> Group Recitation	<u>  1</u> Term Paper
<u>  4</u> Panel Discussion	<u>  5</u> Class Reports	<u>  3</u> Original Projects
<u>  0</u> Trips and Excursions	<u>  2</u> Outside Speaker	<u>  5</u> Assigned Reports

## Part C

Instructors were asked to contribute their most effective ideas and techniques for helping student teachers become successful teachers of listening skills. Their replies are shown below.

Respondent A:

It is possible that the greatest single factor in getting and holding the students' attention rests in the teacher. Most of us bore high school people. They learn to be inattentive. Skill in motivation, perhaps, will solve some of the problem, explaining why listening is important in terms of loss of time, energy, and money when students are inattentive.

However, the student must learn the importance of listening and evaluating whether or not he likes or approves of the speaker, even the teacher. Procedure: suggesting specific steps and exercises to improve listening. Provide practice in taking notes on class discussions which are checked for validity and usefulness. Passing on to students all statistics and facts concerning listening. Telling students what to listen for, how to sift the important from the unimportant.

Respondent C:

I conduct class discussions on the problems of teaching listening skills. I emphasize the importance of teaching high school students how to take notes.

Most of our work done in the area of listening is done through library reading.

Respondent F:

This sounds rather "snarfish," but a pop quiz or two usually enhances the students' ability to listen carefully.

Probably using recordings on which discussion will be based would be effective also.

Respondent I:

Sometimes I ask the student teachers some seemingly unimportant questions on tests. Of course, some of those quizzed do not remember the answers; and they ask, "Why did you ask a question over such a minor detail?" My answer is "To see if you were listening when we discussed or mentioned that point."

Listening, as Hook points out, is one of the four aspects of communication. His definition of "creative listening" leads to more mental activity.

I hope that the student teachers stress listening (rather than hearing), for they and the ones they teach listen more than they read, write, or speak. Many times in their student teaching they suggest to their make-believe class what to listen for.

Respondent J:

Class demonstrations to illustrate various listening situations

Note-taking

Radio

Recordings

Reporting on what has been listened to

Assignments for listening to

-sermons

-public speeches

-TV and radio at home

-conversations

Listening to reading, lecturing, etc.,

Listening for specifics

-information

-pronunciation, enunciation

-colloquialisms, idioms, etc.

-clarity

-entertainment

-accuracy of hearing

-attentiveness

-particular sounds, figures of speech, etc.

Respondent L:

I distribute a pamphlet on listening to the students. We first become aware of our own inadequately developed



listening skills by listening and determining what we "don't hear." Emphasis is placed on the need for developing better listening skills by pointing out difficulties that result from poorly developed skills. It is suggested that records, radio, and television be used and that some kind of evaluation be made to determine weaknesses. Limited lectures may be used and followed by evaluation to determine how well students "listen."

Respondent M:

We take the Brown-Carlson Listening Test. Sometimes we have a visiting speaker and listen for certain points. We do the same thing with recordings.

Respondent N:

I give the Brown-Carlson Listening Comprehension Test:

To indicate to the class members how well they listen.

To familiarize the class members with the procedures in administering, scoring, and evaluating the results of the test.

To motivate the class members to use the test when they become teachers.

## VII THINKING

## Part A

Many language arts teachers recognize thinking as one of the skills to be taught in the English classes. Instructors of the methods classes were asked to check below the practices they felt most effective in developing the necessary ideas and techniques for teaching thinking.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. An understanding of the skills involved in logical thinking.	15	0	6	2	5	2
2. Knowledge of various teaching aids, available in texts, for teaching thinking.	14	0	4	4	2	4
3. Ideas for teaching the relationship between thinking and language.	15	0	7	3	2	3
4. Instructional units for teaching basic concepts of the various types of thinking.	15	0	2	0	5	8
5. Ideas for teaching imaginative thinking.	15	0	3	4	2	6
6. Methods which may be used for getting high school students to want to think.	15	0	7	2	2	4
7. Ideas for teaching the relationship between thinking and composition.	15	0	8	2	1	4

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

8. Ideas for applying the art  
of thinking to the study of  
literature.

This Is Desirable	
Yes	No
15	0

I Do This			
U	O	S	N
10	2	1	2

## Part B

The following methods, materials, and devices were checked by the instructors as being those most effective in preparing the student teachers to teach thinking.

<u>1</u> Socio-Drama	<u>5</u> Audio-Visual	<u>1</u> Supervised Study
<u>12</u> Lecture	<u>8</u> Library Reading	<u>7</u> Supplementary Reading
<u>9</u> Textbook	<u>1</u> Dramatization	<u>3</u> Research
<u>5</u> Recitation	<u>7</u> Group Recitation	<u>1</u> Term Paper
<u>4</u> Panel Discussion	<u>4</u> Class Reports	<u>3</u> Original Projects
<u>0</u> Trips and Excursions	<u>2</u> Outside Speaker	<u>6</u> Assigned Reports

## Part C

Below are the favorite procedures of the instructors for helping student teachers develop the necessary skills for teaching secondary students to think effectively.

Respondent A:

Perhaps the textbook is the most effective tool in this category. Hook suggests specific strategy for teaching thinking, discusses inductive teaching at great length and often.

Lectures emphasize especially that one teaches thinking when teaching sentence structure.

Procedure: analyzing a specific selection in which I provide specific questions illustrating answers requiring factual information and answers for which the student must draw inference.

Use of Bernstein's "polarized" questions in character analysis which require considerable thought and organization of ideas.

Respondent B:

Frankly, I don't know how to teach anyone to think. I do urge the necessity of recognizing it.

Respondent C:

This can be taught--at least partly--through teaching students how to instruct others in making an outline. I demonstrate this or ask some student to do so. A topic is written on the board. All possible ideas related to the topic are written under it. These, of course, are not listed in any special order, but just as people think of them. The class as a whole groups the ideas. Relationships are discussed. The end product is the logical outline. From here the students are led to see the possibilities of connecting ideas with proper transitions. The whole discussion emphasizes logical thinking.

This should properly follow a discussion of the themes in written composition. I use the Schweitzer themes I

mentioned to you in our conversation.

Respondent F:

I probably emphasize the advantage that composition lends here, but I think that nothing sharpens the students' ability to think so much as having to prepare a written expression. I usually encourage the future teachers to work with paragraphs because they will be able to assign more paragraphs than full length compositions. I think analysis of literature assists with thinking too: attempting to determine the motives for a character's actions, etc.

I suggest that the teachers use frequent in-class writing periods during which time she aids the students while they are at work.

Respondent H:

Extensive work on logic seems to me not very useful; the English teacher should show students:

- how to explain or support an idea in writing
- how to do library research and document a paper

Furthermore, many writing difficulties have roots in the thinking process. And the best thing the teacher can do here is stimulate some thinking on the part of the student, awaken them to the world - and not just its social problems either.

Respondent I:

The English teacher has an advantage over other teachers in that his students can write or talk about any subject. The boys and girls come to him laden with raw material of thoughts, and he must help them organize their material in order to help them communicate their ideas.

There are many ways to improve thinking, and I suppose that I stress the idea by having the students "practice" in any of the four aspects mentioned previously. The main aspect I use, of course, is writing; and I try to give them thought-provoking topics to write about, whether the writing is a sentence, a paragraph, or a combination of paragraphs. Naturally, I try to lead my student teachers to do likewise.

## Respondent J:

Problem solving  
 Ascertaining the truth (methods of)  
 Arriving at logical conclusions  
 Outlining by method (familiar to them) and designed to draw forth effective thinking  
 Sounding and discussion of ideas  
 Exercises to be worked on, using sentences involving faulty thinking, as well as clear thinking.  
 Semantics  
 Vocabulary  
 Propaganda  
 Parallelism  
 Organization  
 Unity  
 Prejudice vs enlightenment  
 Writing  
 Teach techniques of practical research  
 Scientific method

## Respondent L:

Much use is made of questions; statements are challenged; beliefs must be defended; students are encouraged to accept nothing merely because someone says it is so. They are encouraged to approach the study of some literary items by critical evaluation. Emphasis is placed on getting away from teaching of mere facts but on ways of using facts. Questions are prepared ahead of time, and each day's questions emphasize some phase of the schoolroom situations, and students are encouraged to approach each with some degree of understanding-after possible study or research. Questions vary in degree of difficulty to allow for individual differences. Thus the better students may be concerned with "cause and effect" of action; whereas, the slow student may need to be asked more simple questions. This leads to a "what if" (change of result) kind of question. Students can be taught to think more easily in literature study than in grammar study, except for the extremely precocious.

## Respondent M:

In reading, we learn to look for structure; in writing the same thing is true in reverse.

## VIII MASS MEDIA

## Part A

Today's language arts teacher may feel a greater need to teach mass media than ever before. The instructors of the methods courses were asked to check the practices below which they believed most effective in preparing student teachers to teach mass media.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. Instructional units for teaching use of the newspaper.	14	0	1	1	6
2. Instructional units for teaching use of the magazine.	15	0	1	3	4	7
3. Instructional units for studying television programs.	14	0	2	3	5	4
4. Knowledge for teaching the use of miscellaneous media including paperbacks.	14	0	4	1	4	5
5. A bibliography which may be useful in teaching concerning mass media.	13	1	2	1	3	8
6. Methods for teaching the high school student to understand the effect of mass media on him.	15	0	4	2	6	3
7. An understanding of effective use of films.	15	0	6	3	2	4



THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

8. Knowledge of charts, statistics, and other teaching aids which the texts believe valuable.

This Is Desirable		I Do This			
Yes	No	U	O	S	N
12	1	2	4	2	5

## Part B

These methods, materials, and devices were checked as being most valuable in helping prepare student teachers to teach mass media.

<u>0</u> Socio-Drama	<u>7</u> Audio-Visual	<u>0</u> Supervised Study
<u>11</u> Lecture	<u>8</u> Library Reading	<u>5</u> Supplementary Reading
<u>8</u> Textbook	<u>0</u> Dramatization	<u>3</u> Research
<u>2</u> Recitation	<u>5</u> Group Recitation	<u>0</u> Term Paper
<u>4</u> Panel Discussion	<u>6</u> Class Reports	<u>3</u> Original Projects
<u>0</u> Trips and Excursions	<u>1</u> Outside Speaker	<u>5</u> Assigned Reports

## Part C

The instructors were asked to contribute their most effective practices for preparing student teachers to teach mass media. These responses are recorded below.

Respondent A:

Procedure: bibliography and supplementary reading in new texts.

Respondent C:

The topic is discussed incidentally throughout the semester. I find little time in my schedule to give special attention to this.

Respondent D:

I wish we had more time for this, but we don't. Here are two socio-dramas I use, but I doubt they really fit this subject.

You are junior class sponsor in a high school of 300 students. Your three class officers are a boy (president) and two girls. After school you four meet to discuss the assembly program which will be given by your class on March 12. Today is January 12, the first Monday of the new semester.

Your high school will hold open house in four weeks. Most of the information you have had from the principal has been indefinite. Your information from other teachers has been given grudgingly. You ask a couple of your best senior students to remain after school this evening to tell you what has been customary in the past and to develop ideas for your English classes' exhibits.

We also try to find one half-day period where most of the class can be present to view parts of about twenty of the best sound films available for the secondary English teacher.

Respondent F:

Showing films like the Encyclopedia Britannica series on Oedipus and Hamlet.

Playing records

Using maps, graphs, etc.

Pointing out journal references to pertinent topics

Discussing the quality of motion pictures cf. Tom Jones

Respondent H:

The English teacher will quickly find herself getting involved in Social Studies context if not careful. A chief objective of the English teacher is to teach "literature", this means, among other things, developing in her students a distaste for the ephemeral sort of thing, newspapers, magazines, and TV programs.

I made up a portfolio of newspaper and magazine clippings illustrating instances of managed "news", the breakdown of differences between news and editorializing, levels of news reporting, familiar magazine stories, etc. I suggest they begin working one up right away.

Respondent I:

I do very little in this area. I usually have either one lecture or one report on mass media. I consider the area important, but I don't have enough time to cover everything in a two-hour course.

Respondent J:

Having available in classroom some of these items and recommending daily - or regular - habits in using them for specific purposes, at home or at school, asking for reports (in varied forms) of student experience in mass media.

Respondent L:

Emphasis is placed on utilization of all current moving pictures and television shows that relate to anything which is being studied in school. Every year, there are many dramatizations (this year, especially, of Shakespearean dramas) which can be viewed and later discussed

in class. Life has been including much material on literary items, bibliographical and biographical material, reproductions of great artists (which many teachers include in a discussion of literary eras). Students are encouraged to begin developing their own record library (and many do so); information is given on where to find the best recordings for teaching interpretation of poetry. Some study is made of the values to be derived from television in the classroom and of ways to use films most advantageously.

Respondent M:

We use recordings and tapes. We make some demonstrations. I stress the importance of timeliness and preparation for viewing or listening.

## IX PROFESSIONALISM

## Part A

In recent years English teachers have gained a great deal of prestige and respect from society. The instructors of the methods courses were asked to check items below which they felt most effective in developing a professional spirit in student teachers.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. The recognition of the fact that teachers are professional people.	14	0	11	2	1	0
2. A feeling of responsibility to the future of English teaching.	14	0	11	2	1	0
3. Knowledge of the benefits of the professional organizations of English teachers.	13	0	11	2	0	1
4. A feeling of pride in the profession.	14	0	11	3	0	0
5. An acceptance of the English teacher's responsibility for recruitment of future English teachers.	13	1	6	2	4	2
6. Methods which may be used to sell the profession to the public as a profession.	13	1	8	1	2	3
7. An understanding of services available from organizations of English teachers.	13	1	9	3	1	1

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	8. Recognition of their responsibility for sharing successful teaching experiences with others through speeches, workshops, and publication.	13	1	6	5	1
9. Understanding of the extra-curricular load of the English teacher, its importance and its weight.	13	1	8	4	0	2
10. Understanding for the need for continued academic growth.	13	1	8	3	1	2
11. A recognition of the need for working efficiently, enthusiastically, and understandingly with all teachers and administrators of the school.	12	1	8	3	0	2
12. A reading list which may be valuable to professional growth of the teacher in service.	13	0	5	6	1	1
13. An acquaintance with experiences of other English teachers regarding the real and rewarding values of the position.	13	1	7	3	2	2
14. The fact that lesson planning is a professional technique.	14	0	10	3	1	0
15. Plans for the development of a personal library.	14	0	9	3	1	1

## Part B

Respondents checked these methods, materials, and devices as being most helpful in preparing student teachers to be professional persons.

<u>1</u> Socio-Drama	<u>3</u> Audio-Visual	<u>0</u> Supervised Study
<u>14</u> Lecture	<u>9</u> Library Reading	<u>7</u> Supplementary Reading
<u>9</u> Textbook	<u>0</u> Dramatization	<u>3</u> Research
<u>6</u> Recitation	<u>4</u> Group Recitation	<u>0</u> Term Paper
<u>4</u> Panel Discussion	<u>5</u> Class Reports	<u>2</u> Original Projects
<u>2</u> Trips and Excursions	<u>5</u> Outside Speaker	<u>5</u> Assigned Reports



## Part C

To help student teachers develop good habits and ideas of professionalism, the instructors of the methods courses submitted the following procedures.

Respondent A:

Procedure: required reading in English Journal, occasionally College English and CCC.

By example: bringing NEA journal and OEA journal to class on many occasions and referring to the articles and kinds of material available to teachers.

By leading class discussions on ethics, our state code and its implications.

After listening to David Russell in Oklahoma City, I was able to point out to the class various ideas he expressed which I found useful and incorporated into my own teaching habits.

It seems important to include in the methods course some discussion of the issues facing education in general and English teaching in particular.

Respondent C:

This overlaps with Part I. The procedure is much the same. I require each student to become junior members of NCTE. This, of course, includes a subscription to the English Journal. A first hand acquaintance with this magazine--and all that NCTE offers--provides the proper introduction to the idea that teachers are professional people.

Respondent D:

Each year I check the calendar of the college placement office. I choose two or three men, usually assistant superintendents of schools, who will be on campus recruiting teachers. I make arrangements to have these men teach my methods class for one full period on the subject "What We Want English Teachers To Be Like In Our School." Last year I used speakers from Topeka, Denver, and Tulsa. My class was quite impressed. I felt sessions quite val-

uable.

Each semester I also invite some English teacher who is presently teaching to appear before the class. We bombard him with our prepared questions.

I also schedule a panel of college English professors, usually those with public school experience, to appear before the class for a questioning session.

We spend a great deal of time discussing the professionalism of English teaching. I use many materials of the National Council.

All of our methods students are junior members of the NCTE. This is a class requirement. All class members also join NEA, OEA, and SEA.

Socio-drama works well here. Some situations I ask the students to perform are:

William Rhodes (he prefers Dusty) is a senior. You have given him B's for the past two six weeks. He reads a great deal, has something of a grammar problem, is an average speller, has a flair for art, is accepted by his classmates but seldom sought after. Bill comes to you during study hall to tell you a secret ambition. He wants to be an English teacher.

It is quite obvious that you are a much more popular and efficient teacher than Mrs. Bobbs. However, except for her jealousy of you, she appears to be a likeable and efficient teacher. Perhaps if you visit with her, tell her your problems, ask her advice, and offer a few compliments, the relationship between you two will improve. Try it.

From among the twelve English teachers in your high school, you four have been selected by your supervisor to give a panel discussion in faculty meeting (68 teachers) on the aims and objectives of high school English in your classes. (As you enter the "auditorium", I will designate one of you as a chairman with four years experience, one as a teacher with three years experience, one with two years, and one with one year.) The faculty is waiting. Make it informative and interesting. Here's your big chance

to sell your department.

Respondent F:

1. Urge membership in State and National Council of Teachers of English.
2. Require reading of NCTE journals during the term--afterwards I hope they continue on their own.

Respondent H:

I invite two or three successful teachers of English in the public schools to come in at different times and discuss some of the realistics of the profession.

And having strong feelings on the matter, I lecture the last three meetings of the course on professionalism. Most discussions are, it seems to me, too narrow. The question is not so much one of whether the English teacher is prima donna or drudge as it is how essential English is to the practical and spiritual life of the student.

Respondent I:

I mention this area every day and cite examples.

Respondent J:

Textbook and related books discussing this item

Being a well recognized example

- membership
- ethics
- standards - personal, civic, religious, academic
- high respect for nature of my job
- financial support for furtherance of profession

Respondent L:

We urge all future teachers to go to all teachers' meetings that they can work into their schedules. We require all seniors who plan to teach to join OEA and NEA. The very superior students generally become members of Kappa Delta Pi, where we encourage them to recruit teachers. Teas are given on campus each year to the future teachers of proved ability. (One section in our text for student

teaching includes a chapter of professionalism.) Future teachers of English are aware of the journals of College English, PMLA, and others. I require my student teachers to read, analyze, and report, monthly, on controversial articles in methods, contents, and any other area under discussion. This practice helps them become aware of the content of professional magazines. From time to time we discuss legislation resulting from the activity of teachers' organizations.

(Our faculty members are urged to set good examples by joining professional groups and attending meetings.)

Respondent M:

Discussion: Perhaps more is "caught" than "taught."

## X MISCELLANEOUS

## Part A

No English class can cover everything. Respondents were asked to check the following list of miscellaneous items as effective practices for helping student teachers.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Methods for teaching the gifted student in secondary English.	14	0	6	5	2	1
2. Methods, new and old, for teaching spelling.	13	0	5	5	1	2
3. Methods, new and old, for teaching vocabulary.	13	0	6	6	0	1
4. The kind of philosophy necessary for maintaining discipline in the English class.	14	0	9	4	0	1
5. Recognition of the English teacher's role as a guidance person in the lives of his students.	14	0	12	0	2	0
6. An understanding of the English teacher's responsibility toward the student and his college entrance exams.	14	0	8	3	1	2
7. Knowledge of specific types of drills, materials such as:	6	1	1	4	1	1

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
a. armed service manuals.	8	0	1	2	2	5
b. programmed texts.	12	1	8	2	3	1
c. boxed laboratory kits.	10	1	2	4	5	1
d. workbooks.	11	1	8	2	2	1

## Part B

To best develop the practices listed in part A, the instructors checked the following methods, materials, and devices as being most valuable.

<u>1</u> Socio-Drama	<u>4</u> Audio-Visual	<u>0</u> Supervised Study
<u>11</u> Lecture	<u>7</u> Library Reading	<u>8</u> Supplementary Reading
<u>10</u> Textbook	<u>0</u> Dramatization	<u>4</u> Research
<u>5</u> Recitation	<u>6</u> Group Recitation	<u>1</u> Term Paper
<u>1</u> Panel Discussion	<u>6</u> Class Reports	<u>4</u> Original Projects
<u>0</u> Trips and Excursions	<u>3</u> Outside Speaker	<u>5</u> Assigned Reports

## Part C

Instructors were asked to submit their favorite procedures for developing the effective practices shown in part A. Below are their suggestions.

Respondent A:

Procedure:

1. Suggestions for extra activities for the gifted.
2. Explanation of Hook's method of simplification of spelling rules.
3. At least an hour in discussion of specific strategy in attacking individual spelling problems.
4. Organization of ideas and philosophy about vocabulary including merits of so-called drills.
5. Discipline as an end in itself can grow out of the class materials.
6. Evaluation of programmed texts and workbooks.

Respondent C:

The ideas covered in this section are discussed from time to time in the other sections.

Respondent D:

I encourage my students to make a good supply of "insurance policies." This may not be good, but I remember too well my first teaching when a fifty minute lesson ended in ten minutes and I had a horrible, nauseating, forty minute reading period. For example we have crossword puzzles available which we can pretend we planned to use any time we run out of steam.

We use the national free library and order many items usable in secondary English.

We make tests over various parts of secondary material and submit them to secondary teachers for comments.

About the end of the semester I ask every student in the class to pretend he is out on the job teaching and ask him to write me a letter as he thinks he will write it



after his first month of teaching. A year or so later I mail it to him. The letters I get in return are wonderful. And, I use them in the current class.

Every day brings something unexpected to the high school English teacher. Here are some examples of the socio-dramas I use to illustrate this to the future teacher:

Linda (11th grader) was quite flattered when the educational committee at church asked her to head the committee for the Christmas program. Now she finds the whole thing has been dumped into her lap. She respects you and knows you can help. She has asked you to see her a few minutes at your home this evening. You do not know what she wants. Enter Linda.

Marilyn is a cute, talented girl in your junior English class. You have always like her and she has always shown high regard for you. You have always felt a special bond between you, but you have never let this show in your class.

Yesterday Marilyn failed to keep an appointment with you after school. Today she again asked to see you. And today she does come to your office after school. Marilyn is pregnant. She is horrified at the thought of telling her parents. She wants you to go with her to tell them.

Respondent I:

The good English teacher does not have to search for guidance principles, especially if he teaches literature; for literature is life. Guidance, as I mentioned before, is in any piece of worthwhile literature, and the good English teacher does not have to label the moral. If he understands his material, he can guide, direct, and steer the young minds in the desired direction.

The discussion of almost any piece of literature opens avenues for individual counseling and the solving, directly or indirectly, of many problems.

The English teacher must guide his students into self-knowledge, new insight, and awareness that will make them better equipped to handle their problems in the future.

I stress discussion of literary pieces, for students enjoy and learn from such discussion. They are motivated to closer reading, to further reading, and to self expression. Oral discussion then leads to written discussion.

Respondent J:

Recognize gifted student. Add enrichment items and advanced items to his curriculum.

Textbook suggests practical methods of teaching vocabulary and spelling (Mirrielees, and others)

Discipline controls-

- Respect of teacher for human dignity of student
- Establishment of teacher-pupil rapport
- Plenty of useful, interesting work, varied to fit attention span of age-group concerned
- Study guides
- Clarity and usefulness of assignments
- Group participation
- Good units in hands of students
- Student acceptance of responsibility
- The learner is the doer. Let students do, rather than observe teacher research and activity.
- Fairness; intellectual honesty
- Patience
- Humor
- Sympathy

Guidance: accessibility; knowledge of proper techniques; directing students to sources which may enlighten; objective testing. Knowing pupil.

College entrance exams.

Display typical materials.

Make such learning an integral part of course.

Respondent L:

I am of the old school which believes in the need for stressing the development of skills in the fundamentals. (See part C of Section II.) We stress the need for meaningful remedial drill for those who need it, the importance of learning a few simple rules of spelling and applying them, the practical reasons for constant vocabulary development. In our library are files and

curriculum guides where students can learn the names of companies from which various educational kits may be obtained. Every semester, I "greet" the class with a stack of free materials showing where information can be obtained free or at a small cost. I provide charts for using in the classroom showing improvement, helps for vocabulary building, rating scales, etc. or tell students where to find them. They are also told what visual aids are available and where to get them.

## CHAPTER V

### SUMMARY AND INTERPRETATION

Chapter IV shows a high degree of unanimity between the teachers of the English methods course in Oklahoma and the authors of current texts and periodicals used in these classes concerning what the desirable practices are in the English methods class. There were 193 of these practices listed in the instrument in addition to five "planted" questions. To these practices there were 2516 replies of "Yes, these are desirable," and only 115 replies of "No, these are not desirable practices." Both instructors and text authorities agree quite generally on what the content of the methods course should be.

This does not mean, however, that these desirable practices are always used. For, although there were 2516 replies of "Yes, this is desirable," there were also 717 replies of "I seldom or never do this." This instructors recognize the desirability of many practices which they are unable to use in class. Various returned instruments showed informal notes along margins saying, "I know this

is good, but I just don't have time," or "I should do more of this, but I feel inadequate in this area." More research would be needed before all these reasons could be summarized and interpreted.

Other relevant remarks on the above will be made in connection with the discussion of the individual section.

The five "planted" questions referred to above were suggested by authors of various English methods texts. Three of these authors suggested that certain specific yet questionable practices be listed along with the desirable practices for two reasons. First, such insertions might tend to contribute to the validity of the instrument, and second, these insertions might actually show certain attitudes on the part of teachers which would be helpful.

The first of these questionable practices, number twenty-six of Section I, reads, "Recognition of the necessity for lay help in paper grading." The author who suggested this felt that this is an undesirable practice. Eleven instructors agreed with him. Five did not. Eleven stated they did not use this practice in class. Of the five who said the practice was desirable in the methods class, three said they seldom used the practice. Only two felt the practice desirable and actually practiced it.

The second of these questionable practices, number

twenty-eight of Section I, reads, "The idea that because of the excessive load English teachers carry, they are entitled to extra salary." It was the assumption of the author who contributed this item that people should not become English teachers unless they can accept the responsibilities and that they are not entitled to extra salary. The instructors from thirteen colleges agreed. Of the three who disagreed, only one stated that he thought the practice desirable and encouraged it in his classes. Another of these three seldom used the practice, and the third never did.

The third planted statement, number thirty-three of Section I, reads, "A desire to campaign vigorously for smaller classes for the English teacher." Responses to this show more disagreement than on any other of the five. Eleven said such a practice ~~was~~ desirable. Five said it was not, and they never encouraged such ideas. Of the eleven who approved, seven usually used this practice, three used it often, and one used it seldom.

Item thirteen in Section III states, "A list of current fiction which should not be placed in the high school library." Three instructors thought this a good practice; thirteen did not. Only one instructor said he actually encouraged this practice, while the other fourteen said they seldom or never used it in the methods

class.

The last of the five catch questions, item twenty-two of Section III, reads, "A list of literary passages which should be memorized by all high school students." Two thought this a good practice, thirteen did not, and all fifteen said they never encouraged future English teachers to have students memorize specific passages.

These five statements discussed above are in no way considered in the summarizations and interpretations which follow. They have been discussed here to illustrate a further validity of the instrument and to record the attitudes of instructors toward these specific points. Responses to the various sections of the questionnaire follow.

## I PHILOSOPHY

The instructors of the English methods course in Oklahoma colleges feel that the philosophy involved in secondary English teaching is very important. The instrument listed thirty philosophic practices. To these, the instructors gave replies of 496 yes and only twenty-two no. This seems to show that the instructors are quite concerned about the development of a sound and usable philosophy by the future English teachers.

There are three practices which were checked as desirable, and always or often used. These are as follows: number eight, which concerns the importance of studying various techniques for presenting language study; number fourteen, which suggests possible ways to meet individual differences in the secondary English class; and number twenty-one, which concerns systematic planning. On these three there is complete agreement.

Philosophic practices on which less agreement appeared are the following: number ten, concerning the relation of teen-age language to English teaching; number fifteen, which is the item regarding testing the answers to which show not only that all instructors feel it is desirable to teach student teachers the values and techniques of



testing but also that many never use this in their classes; number sixteen, concerning the subject of patriotism which fifteen instructors feel should be taught (only eight usually use it, and five seldom or never); and number twenty, the reactions to which show that thirteen instructors feel student teachers should develop ideas for obtaining public support for the secondary English program but that only four usually do this; seven seldom or never do.

It appears from the above findings that the instructors feel a very definite need for student teachers to develop a good philosophy of teaching English and that the instructors work quite diligently to accomplish this.

This idea is given added weight by part A of Section I in which the instructors report they use all but one of the eighteen suggested materials and devices for developing this philosophy. Each of these seventeen items received from three to fourteen yes answers. The fact that the instructors seemingly use so many methods for developing the philosophy must mean that this is a very important part of the methods class.

As is seen also in part C of Section I, the instructors wrote a great deal of the way in which they hope to develop the desirable philosophy. The points presented are

many and varied, but there seem to be three ideas predominating this material.

First, much of what the respondents have written has to do with the good example set by the teacher in any situation. These instructors feel that they and the public school teachers from grade school to college serve as models for the philosophy of the future teacher. Second, there appears to be the feeling that a desirable philosophy is something that cannot really be taught but must be created by each student teacher for himself. Third, the philosophy hoped for must not only be idealistic; it must also be realistic and workable. Some students obviously remain too idealistic. As one instructor wrote, "Some of our students are never able to adapt to conditions as they inevitably find them."

## II GRAMMAR AND USAGE

There is a great deal of agreement among the instructors of the methods course concerning the desirability of preparing the student teacher to teach grammar and usage. To the practices listed in the instrument there were 315 replies of "Yes, this is desirable" and only sixteen which said, "This practice is not desirable." These instructors not only feel the practices desirable; they actually use the practices in their class as shown by the fact that of the 315 yes replies, there are replies of 195 answers indicative that the teachers usually use the practice, and eighty-one replies indicating that the practice is often used.

There also seems to be much emphasis on new thinking in grammar and usage. Of nine practices listed concerning "new" approaches to grammar and usage, there are answers of "Yes, this is desirable" 126 times and only two negative replies.

Again, more instructors checked all items in some way or other with more regularity than they did in any other section of the instrument. This means apparently that they are meeting the problems of teaching grammar and usage with a great deal of research, planning, enthusiasm,

and responsibility.

In Section II more practices listed were taken from current periodicals than from texts. This fact, together with the attitude shown by the instructors toward the many questions having to do with the scientific approach in grammar, current trends in grammar, the questioning mind in grammar, the changes in today's language, new philosophies in today's approaches to grammar and usage--all these may mean that there is a need for new texts for this specific part of English, or at least new adaptations of older texts.

One further point will support this need. When the oral interview was held with each of the instructors, every one asked, "Do you know a good new book on structural linguistics which I could recommend for use in the secondary school?"

The desire of the instructors to do a thorough job of preparing student teachers to teach grammar and usage is also proved by the number of times the methods and devices are checked in part B. Every one of the items except dramatization was checked from one to fourteen times as something which these instructors use. The largest number checked such items as supplementary reading, assigned reports, original projects, lecture, and textbook.

All of this tends to show that the instructors are striving to get all possible information on the "new" English into the hands of their student teachers.

Other interpretative statements concerning part A may be made. In item twenty-two concerning the practice of acquainting methods students with the linguistic philosophies of leading dictionaries, it is somewhat surprising in light of the discussion above to note that only five usually do this, four do it often, two seldom do it, and two never do it.

Items eight and ten concern types of gimmicks such as rhymes, analogies, and miscellaneous devices for teaching grammar. Evidence shows that the instructors put less emphasis on encouraging student teachers to use these practices than on any other in part A. The totals for eight and ten show that, although twenty-three replies are affirmative, thirteen replies state that the practice is seldom or never used.

Item twenty in part A suggesting that the study of grammar, usage, and spelling be integrated with the total program of study was checked as desirable by all instructors and also as a practice that is usually or often used by all.

The many words of subjective comment contributed by

respondents in part C support the attitudes and ideas reflected in the objective material stated above. The instructors use a great deal of some type of socio-drama. They encourage outside reading. They pay special attention to new ideas in grammar and usage. There is also a definite tendency to use visiting lecturers, visiting colleagues, and various miscellaneous resources to effectively develop attitudes and techniques with the future language arts teacher.

Only one instructor reported he was still concerned with the locution "It is I."

## III LITERATURE

In Section III on literature, twenty-four of the thirty-six practices listed received a yes reply. This indicates that the practices as listed are desirable in the minds of the instructors. There were only twenty-two replies of no to the other twelve practices.

Not only was there a total of 484 yes replies to this section; there was also a total of 406 replies which stated that these practices were usually or often used in the methods class. It appears that the instructors and authorities agree rather well on desirable practices and that the instructors are actually using the practices in their classes.

Two questions, numbers twenty-six and twenty-seven concerning the teaching of the history of English, received the least support.

It appears that the instructors concur with the authorities in yet another way. Ideas for teaching literature take up more space in the texts and more time in the classroom than any other one division of the methods course content. As will be seen later, this may or may not be a good policy because so little time is left for helping students prepare for the many other areas of secondary English.

Part A also shows a definite emphasis on methods for teaching the various kinds of literature, on the examination of various secondary texts, and on new ideas in teaching literature and making book reports.

In part B concerning the various methods by which the desirable practices are developed, all of the devices were checked except trips and excursions, and supervised study. The methods checked as used most often are lecture, textbook, library reading, and assigned reports.

More subjective material was contributed to part C of the section. Instructors do have their own ideas concerning how to teach student teachers to teach literature. They do offer their students a myriad of ideas for possible use. They do have systematic, well organized plans and units for the student to study as he approaches his first job as a real teacher.

The lecture method is used more in the methods course in the study of literature than with any of the other nine categories. This may be due to the fact that the instructors try to show how literature is related to life, how literature contains so much of the human element, how necessary it is to plan a systematic approach to the study of literature, and how involved the instructor himself is with literature.



Part C also shows many specific and original methods by which the several instructors attempt to reach their goals. These include socio-dramas, new ideas for book reports, and teaching demonstrations.

Several of the instructors warned, however, in both the written material of the instrument and the oral interview with the writer, that there may be a danger in the usual methods course because literature is emphasized to the extent that there is not enough time left to teach other necessary areas of secondary English such as oral composition, thinking, or mass media.

It should be noted here also that no instructor offered any suggestions or practices which he used that could be classified as visual aids. Class activity in reading, writing, and listening are the media through which most of the class objectives are developed.

## IV WRITTEN COMPOSITION

In this section on Written Composition the practices listed are very desirable. There were 315 answers of "Yes, this is desirable" and only fourteen no answers. Again there seems to be agreement between the authorities and the instructors. Not only were there 315 affirmative replies; there were also 217 replies saying that the instructors usually or often do these in the methods course.

Instructors stress many factors: the importance of writing in today's society; the necessity of regular and planned themes; the practice of writing all types of composition; ways to imitate styles of good writing; how to check, grade, and evaluate themes; the understanding of the psychology, goals, and purposes of secondary composition; ways to teach creativity; and the development of bibliographies which may prove helpful in future teaching.

Only two practices received as many as five replies indicating they were seldom or never used. The first of these, number fourteen, reads, "Knowledge of methods and materials for teaching students to develop and write research themes." Although there were fourteen affirm-

ative replies to this practice, there were three instructors who said they seldom used this practice, and two never did.

The second is number nineteen which concerns the memorizing of spelling rules. Seven instructors felt this a good practice; four did not. Five said they used this practice usually, one often, two seldom, and four never.

Many varied class activities are used in the methods course to teach student teachers to teach composition. In part B, all of the eighteen methods and devices were checked several times with the exception of trips and excursions, and dramatization. Items checked most often as employed in methods classes include lecture, textbook, library reading, class reports, and assigned reports. Items checked the least include outside speaker, term paper, and socio-drama.

Several summarizing statements may be made from the subjective material submitted in part C.

First, materials from the National Council of Teachers of English are used in nearly all aspects of the methods course, but these materials are used more in preparing for teaching composition than for any other aspect of instruction. The English Journal is used in

most classes, and most of the classes require junior membership in the NCTE.

Second, demonstrations and examples make up a large portion of the offerings. Instructors present the class with many samples of various types of good writing. In most classes the student teachers are required to present demonstration lessons on teaching composition to the methods class.

Third, subjective responses in part C show considerable agreement among instructors of the methods course on the following:

A student needs to have something to say before he can write. Don't just "assign a theme."

It is a good idea to have high school students write themes based on their reading.

Systematic planning must be taught as a basis for theme writing.

Teachers of composition must have the ability to pull the trigger which will set off a chain of imaginative explosions in the students' minds from which they can write creatively, coherently, and effectively.

A student must be carefully guided in his choice of subjects to write about.

"Live" themes from real secondary classrooms are often used for purposes of teaching theme evaluation.

Paragraphing, style, techniques, and writing mechanics are stressed a great deal.

On the basis of the above generalizations it may be

wise to raise a few questions concerning the composition unit of the methods class. To what extent are future teachers still bound needlessly to tradition? Is the teaching in the methods class keeping pace with current writing trends in today's business world? Is there still too much emphasis on rules and not enough on effective expression and communication? Are students shown that acceptable writing principles are continually changing? Are the student teachers really equipped to teach creative writing when they leave the methods class? Are they prepared to cope with the many levels of writing proficiency which they will encounter in their students? Do these student teachers have the skills to develop the talented young writer to capacity? Do they have the skills to teach the "slow" student to develop his writing ability to capacity?

## V ORAL COMPOSITION

The instructors of the secondary methods course feel that oral composition is one of their most neglected areas. In fact, the student teacher gets hardly any help in preparing to teach oral composition. This is made apparent by only 245 affirmative replies to the practices as listed in the instrument, and 155 replies of seldom or never, even though desirable.

For example, in number fifteen, twelve instructors said that student teachers should be taught the valuable uses of a tape recorder, but nine of them also stated they seldom or never did this. In number eight, eleven instructors felt that teaching parliamentary procedures was a desirable practice; four did not. In spite of this, fourteen said they seldom or never taught this in connection with oral composition.

In part B, the methods most often used are lecture and textbook. However, even these are seldom used as shown by the remarks below which are quoted from comments made by the instructors in part C.

"I always intend to teach oral composition methods but I usually end up by merely calling attention to a chapter in the text."

"I seldom have time to do much with oral composition."

"I'm afraid I don't do as much in this area as I should."

"The English [methods] teacher has time for only the most essential matters."

"I honestly don't do as much as I should with oral composition."

"I'm afraid I tend to neglect this important area. Two class hours are just not enough."

If it is true that today's spoken language is taking on vast and new proportions and values and that, as seen above, today's English teacher is receiving little help in meeting the new challenges, some room and time and techniques for improvement must be found, or the responsibilities for teaching oral composition must be placed on other teachers. If this does not happen, tomorrow's secondary student may be quite deficient in oral composition.

## VI. LISTENING

The English methods instructors feel that student teachers should receive a great deal more instruction in preparing to teach listening than they are currently getting. The survey lists 102 affirmative replies to the practices and only three negative answers. However, forty-four replies indicated these practices were seldom or never used even though they were considered desirable.

The three practices which were checked as desirable but used the least are numbers four, six, and seven. All of these relate to research and texts in the study of listening and may be an indication that the instructors themselves feel they are inadequately prepared in this area. Since these practices are the least used, the teachers may not be familiar with current texts and techniques.

Part B shows that most of the teaching that is done on this subject in the methods class is accomplished by the lecture method. Twelve instructors indicated this as their practice. Nine referred students to a textbook. Six suggested library reading.

The material presented by the instructors in part C seems to come from two different interpretations of



the instrument. Several answered from a viewpoint relative to their getting the methods students to listen in methods class. One wrote, "A pop quiz or two usually enhances the students' ability to listen carefully." Another stated, "Sometimes I ask the student teachers some seemingly unimportant questions on tests...to see if they are listening." A third said, "It is possible that the greatest single factor in getting and holding the students' attention rests with the teacher."

The second point of view taken by instructors in part C (and the frame of reference in which the instrument was intended) concerns practices used by the secondary teacher to cause his students not only to hear but to develop proficiency in various types of listening. For example, one instructor said simply and definitely, "I conduct class discussions on the problems of teaching listening skills." Another wrote, "The student must learn the importance of listening and evaluating." Another listed sixteen "listening situations" through which listening skills can be taught.

The above discussion and statistics indicate that the teachers are cognizant of desirable practices for teaching listening, but they find it difficult because of the lack of materials, texts, or time to do an effective job.

## VII. THINKING

The section on thinking is the only section in the entire survey instrument in which all practices listed were checked as desirable. There were no negative answers. Nevertheless, there were fifty-three replies which stated that these practices were seldom or never used.

Results show that all methods instructors feel student teachers should develop ideas for teaching the relationship of thinking to language, to composition, to literature. They believe students should develop instructional units for teaching thinking. They believe methods students should understand the teaching aids and textbooks available in this area.

In part B, seventeen of the eighteen methods and devices were checked from one to twelve times as being used by the methods instructor. This further emphasizes the importance attached to this subject.

One of the methods mentioned often in the subjective material is the use of the text. Instructors point to several texts which they believe are very usable in teaching thinking. Another frequent method is that of teaching thinking through either oral or written expres-

sion. A third common idea is that of practicing thinking through problem solving, logic, and the consideration of semantics, propaganda, and scientific method.

One instructor stated a somewhat different view, however, when he said, "Frankly, I don't know how to teach anyone to think. I do urge the necessity of recognizing it."

## VIII MASS MEDIA

Little is being done or attempted to prepare future teachers to deal effectively with mass media. Although the instructors believe their students should be prepared (112 responses showed the practices desirable), they also indicate that they do not employ these practices. Seventy-two replies stated they seldom or never use them.

The instructors definitely feel it their duty to help the students develop instructional units for teaching newspapers, magazines, and television; however, few do it. They also recognize the importance of guiding the secondary student in today's paperback world. Nine replies stating the instructors usually or often consider the effective use of films represent the most affirmative replies to any one of the eight practices listed.

Answers to part B suggest that most classwork done in this part of the study is done through lecture, textbook, and library material.

The informal answers of part C show a wide variance in teacher attitude toward this subject. On the one side are instructors who say, "I find little time in my schedule to give special attention to this," and "I wish we had more time for this, but we don't," and, "I do very

little in this area."

There are others, however, who apparently exhibit considerable effort in this area by using records, graphs, maps, films, newspapers, magazines, and tapes.

Further study would be needed to determine why teachers don't spend more time on mass media, but the above answers indicate that lack of time is the most important reason.

## IX PROFESSIONALISM

Professionalism is stressed in all secondary methods courses. Not only are 199 replies of yes to the practices listed; there are 173 replies which state that the instructors use these desirable practices usually or often. This represents a great deal of effort on the part of the instructors to prepare student teachers to be professional people. Instructors are trying to develop with their students a feeling of responsibility to English teaching and a sense of pride in the profession. They are helping students learn the values of the professional organizations, the need for continued academic growth, some knowledge of the extracurricular responsibilities, and the value of the personal library.

The methods most often used to accomplish the above are lecture, textbook, library reading, and other supplementary reading.

The material given by the instructors in part C is centered to a large degree around the values of local, state, and national organizations. English publications are stressed. Visiting lecturers are often used.

Responses to this section indicate that the student teachers will be well prepared to assume a professional

role. Further study would be needed to prove or disprove  
this point.

## X MISCELLANEOUS

Instructors feel that the student teachers need preparation in the areas of teaching spelling and vocabulary. Methods for teaching gifted students are important. The secondary teacher may be assigned or may assume an important role as a "guidance counselor."



## SUGGESTIONS FOR FURTHER STUDY

This study has reported the practices that the instructors of the secondary methods course believe most effective. It remains for further research to study whether or not these practices actually produce the successful, effective language arts teacher, and to what degree he is effective in each of the areas. In what ways is he weak or unprepared? To what extent are weaknesses a result of the practices listed in this study as desirable?

This is a study of the sixteen teacher education colleges of Oklahoma. Further study is necessary to determine whether the findings recorded herein are typical of those of other states.

There are at least three other viewpoints from which further study is needed. The first is that of the public school administrator. Pertinent and relative information needs to be collected from the superintendents, principals and supervisors who work directly with the beginning teacher to learn how effective these employers believe the English methods course to be, based upon their opinions of the beginning language arts teacher. At least one, and probably more, of the

Oklahoma colleges has a follow-up policy in which employers are contacted for their opinion of teachers after the beginning teacher has taught one semester. Studies into this kind of follow-up would be very valuable.

Further study also needs to be made with the graduate of the methods course after he has taught for one or two semesters. Does he think he received what he should have from the course? What suggestions does he have for improvement? What were the real values of the course?

It is also possible that a further study of the course could be made with high school students studying with an English teacher trained in a methods course which used the principles considered effective in this study. If valid procedures were followed and if the opinions, attitudes, and progressive skills of the high school student could be effectively measured, a very worthwhile study might result.

Further research must continue in these and other areas if the secondary methods course is to fulfill its responsibility to the future language arts program.

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## APPENDIX A

A copy of the survey instrument which was used in out-of-state institutions as a part of the development of the study, and a summary of the results obtained. Colleges and universities who participated in this phase of the study were: Arkansas University, Kansas State University, Pittsburg State Teachers College, Wichita State University, Friends University, North Texas State Teachers College, Southern Methodist University, and Texas Christian University.

## I PHILOSOPHY

## Part A

As a philosophy for living is essential for successful living, so a philosophy for teaching English is essential to successful English teaching. Please respond to the statements below to show ways in which you develop an English teaching philosophy in your future English teachers.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. An understanding of the importance of communication in today's world.	8		4	4	
2. A knowledge of the history of English teaching in America.	6	2	3	2	2	
3. An awareness of the various "definitions" of English teachers and an understanding of some of the implications of these.	5	2		3	3	
4. Ideas by which teachers can help high school students develop a successful philosophy for living through their study of English.	6		3	3		
5. A recognition of the meanings and implications of ability grouping in relation to English instruction.	6	2	6		2	

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	6. Interests in the changing forms and structures of language.	6		3	3	
7. Ideas for the examination and study of their personal language.	5			2	2	
8. A recognition of the importance of studying various techniques for presenting language study to the secondary student.	5		1	4		
9. A knowledge of possible uses for teaching aids such as workbooks, duplicated materials, etc.	5		5			
10. An understanding of how teen-age language is related to the teaching of English.	4		2	1	1	
11. An idea of the role humor plays in the teaching of English.	4		3	1		
12. A knowledge of how socio-drama may be used in the teaching of English.	2	1		1	1	1
13. An understanding of the role of the English teacher in the community in which he may teach.	4		1	3		
14. A knowledge of possible ways to meet individual differences of students in the English class.	6		2	4		

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	15. Knowledge of English testing procedures:					
diagnostic	3					
achievement	4		2	2		
I. Q.	4	1	2	1		
college board	4	1	1	1	1	
16. A desire to teach patriotism (love and respect for democratic ideals) in the English class.	2	2	1	1	1	1
17. Ideas for teaching the great ideas and themes from literature which may become a part of the student's philosophy.	5		3	2		
18. An understanding of the psychology of English teaching. For example, what are the psychological implications of teaching a course that is required every year.	5		3		2	
19. An understanding of the real and lasting values of English.	5		3	2		
20. Ideas and attitudes which may be used for obtaining public support for the teacher's English program.	5		1	1	3	
21. A desirable attitude toward use of a textbook, systematic planning, and use of outside resources.	5		1	4		

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	22. Understanding of the principles of programmed learning as applicable to high school English.	4			4	
23. A desirable attitude toward the teaching of certain classics to certain students under certain conditions.	4		1	1	2	
24. Ideas for developing in the secondary student desirable objectives for use of leisure time.	4		3	1		
25. The idea that they cannot teach everything and that much of their time will be devoted to deciding what to teach and to whom and when.	5		1	1	2	
26. Recognition of the necessity for lay help in paper grading.	3	2		2	3	
27. Desirable attitudes toward the grading of papers and the rating or evaluation of students.	5			3	2	
28. The idea that because of the excessive load English teachers carry, they are entitled to extra salary.		4			1	3
29. Desires and ideas for developing the creative talents of students.	5			5		

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is		I Do This			
	Desirable		U	O	S	N
	Yes	No				
30. A philosophy they can use in developing an "I want to do my best" philosophy in students.	5		1	4		
31. The idea that an English teacher must be constantly studying, understanding, and appreciating the teen-ager he faces daily.	4		1	3		
32. Some knowledge of how the individual background of a teacher may assist or hinder him in his teaching.	4	1	1		4	
33. A desire to campaign vigorously for smaller classes for the English teacher.	4	1	1	1	1	1

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>3</u> Socio-Drama	<u>1</u> Audio-Visual	<u>      </u> Supervised Study
<u>5</u> Lecture	<u>5</u> Library Reading	<u>3</u> Supplementary Reading
<u>6</u> Textbook	<u>2</u> Dramatization	<u>3</u> Research
<u>4</u> Recitation	<u>      </u> Group Recitation	<u>      </u> Term Paper
<u>4</u> Panel Discussion	<u>6</u> Class Reports	<u>4</u> Original Projects
<u>      </u> Trips and Excursions	<u>2</u> Outside Speaker	<u>5</u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure of developing in the students a usable philosophy for teaching high school English successfully.

Get students to think (often for the first time) about what English is, what it is supposed to be, etc. - most of the students I have (and friends of mine in New York City at Columbia University in L.A.) have the same experience they tell me, are terribly glib about their discipline, but the glibness seems to mask a terrible vagueness. They do not seem to know what English is or what its teaching entails.

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1. Like people.
2. Like students.
3. Plan - plan - plan.
4. Directed interest.
5. Work with a purpose.
6. Recognize personal strengths.
7. Recognize personal weaknesses.
8. Be alert for original ideas.
9. Keep "in touch" with students.
10. Develop sense of responsibility.
11. Recognize potential "storm warnings."
12. Know meaning and deal with acceptance.
13. Know meaning and deal with rejection.
14. Be willing to learn from students.
15. Be a careful, critical listener.
16. Take worthwhile suggestions.
17. Give students a chance to share ideas.
18. Know how to measure progress.
19. Learn a good sense of humor.
20. Develop a better "understanding heart."
21. Help each student feel a part of the group.
22. Students to feel "our class" - not "your" (teacher's) class.
23. Importance of English in business, family, etc.
24. Keep faculty and administration - custodian in mind.
25. Be fair - just - honest.
26. Be an example.
27. Have fun in your job.



## II GRAMMAR AND USAGE

## Part A

Grammar makes up a large part of the English curriculum. It is also a part which receives much of the negative criticism of English teaching. New concepts such as structural linguistics may now be relevant to teaching grammar. Because of these things it is very important to do the best job possible in helping prospective teachers learn to teach grammar effectively.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. A questioning mind concerning the basic material of the grammar curriculum.	6		2	4	
2. A usable philosophy for teaching grammar.	6		1	4	1	
3. Some knowledge of the new grammars.	4			3	1	
4. Reading lists which may be used in the teaching of grammar.	5		3	2		
5. Knowledge of several basic texts now recommended for use.	6		5	1		
6. Knowledge of several of the new grammar texts.	5		4	1		
7. A knowledge of certain analogies, stories, humorous examples, etc. which may be used in making grammar interesting.	4			2	2	

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	8. Knowledge and understanding of how to make instructional units for teaching traditional grammar, structural grammar, transformational grammar, or a combination of two or all of these.	4			2	1
9. The idea that grammatical terms must be regularly defined in order to provide a good framework for grammar study.	5	1		3	2	
10. Knowledge of devices, rhymes, etc. for labeling certain words as specific parts of speech.	1	4			1	4
11. An understanding of the principles of reasoning and logic in the teaching of grammar.	5			5		
12. A knowledge of how to teach grammar on both a group and individual basis.	5			3	2	
13. Enthusiasm for teaching grammar.	5			3	2	
14. An ability to create new ideas for teaching grammar.	5			3	2	
15. The ability to observe grammatical usage evidenced by students' associates.	2	1		2	1	
16. The idea that language constantly changes.	4		1	3		

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
17. The idea that the spoken language is basic to all language usage.	4		4			
18. The idea that the same thought may be expressed in several levels of usage.	4		1	3		
19. The idea that language usage cannot be forced on people.	4		1	3		
20. The idea that a philosophy of grammar, usage, and spelling should be integrated with the total program of study.	4		1	3		
21. Knowledge of the effect of other languages on the English language.	4			4		
22. Knowledge of the linguistic philosophies of leading dictionaries.	4		1	1	2	
23. Knowledge that linguists are not all agreed in their definition of linguistic grammar.	4		1	3		

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>    </u> Socio-Drama	<u>  2  </u> Audio-Visual	<u>  4  </u> Supervised Study
<u>  4  </u> Lecture	<u>  5  </u> Library Reading	<u>  3  </u> Supplementary Reading
<u>  5  </u> Textbook	<u>    </u> Dramatization	<u>  1  </u> Research
<u>  4  </u> Recitation	<u>  2  </u> Group Recitation	<u>    </u> Term Paper
<u>  2  </u> Panel Discussion	<u>  2  </u> Class Reports	<u>  2  </u> Original Projects
<u>    </u> Trips and Excursions	<u>    </u> Outside Speaker	<u>    </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students prepare to teach grammar effectively.

Listen to each other (families, friends, fellow students, etc.) and then determine levels of usage.

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Suggestions for the most part -

1. Laboratory method
2. Texts
3. Tape recorder (later)
4. Oral - recitations - speeches - discussion - etc.
5. Self criticism
6. Progress measurement
7. Desire to know grammar
8. Understand necessity
9. Enjoyment
10. Sympathetic criticism of each other
11. Be tolerant.
12. Watch for new ideas  
(pop tunes, comics, etc.)

## III LITERATURE

## Part A

Literature is often considered the core of the English curriculum. Some teachers feel that all English, i.e., grammar, spelling, writing, speaking, etc. can best be taught in connection with literature. Regardless of the procedures literature is usually the major part of secondary English.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Knowledge of the common core of the literature curriculum of the secondary school.	5	1		4	2	
2. The idea that not all books can be taught, and that a consideration of which books should be taught to what students, and when they should be presented.	5	1	2	2	1	
3. A questioning mind as to what periods of literature should be taught to what students and when.	5	1	2	1	2	
4. A knowledge of possible methods for teaching modern realism.	5	1		3	2	
5. Ideas of what literature may be taught other than that which is American or English.	5	1	2	2	1	
6. Some techniques for teaching poetry to certain students under various conditions.	5		2	1	2	

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	7. Suggested techniques for teaching literature imaginatively.	5		3	1	1
8. Ideas for making great literature applicable and interesting to today's teenager.	5		3	2		
9. Knowledge of the use of recordings in the secondary English class.	5		2	2	1	
10. A belief that each teacher must have a wide and solid foundation in literature.	5		2	2	1	
11. Methods which may assist students to become interested in various types of literature.	4	1	1	2	1	
12. Sources of reading lists which provide for individual differences.	3	2	1	2	1	
13. A list of current fiction which should not be placed in the high school library.	1	4			1	4
14. The idea that there is no absolute way to teach literature.	4	1	1	2	2	
15. Several socio-drama ideas usable in teaching poetry.	3	2			3	2
16. Varied methods to use in teaching Shakespeare.	5		2	3		
17. Knowledge of what plays to study and methods to employ in teaching them.	5			2	3	

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	18. Knowledge of what essays and biographies may be taught and methods for teaching them.	4	1		4	1
19. Recognition of how individual differences cause different emotional responses to literature.	5		3	1	1	
20. Knowledge of several textbooks on best procedures for teaching literature.	4	1		4	1	
21. The ability to develop teaching units for various themes from literature.	5		2	2	1	
22. A list of literary passages which should be memorized by all high school students.	1	4			1	4
23. Specific ideas which may be used for teaching pieces of literature which the secondary texts show are most likely to be included.	4			3	1	
24. Techniques for teaching contemporary literature.	5			3	2	
25. Methods by which literature may be used to develop critical thinking.	5		2	2	1	
26. An understanding of research which has been done on what literature should be taught when.	4	1		1	2	1
27. Knowledge of methods of teaching literature which have been used in the past.	3	2		3	2	



THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	28. Knowledge of anthologies offered for use and how to judge them.	4	1	2		3
29. Ideas for miscellaneous exercises for teaching literature such as choral reading, recording, memorizing, dramatization, etc.	5		2	1	2	
30. The desire to create new ideas for teaching literature.	4		1	1	2	
31. Methods for allowing students to share literary experiences from outside the classroom.	5		2	2	1	
32. Ideas for literature displays which might be used in the room, or open house, or in literary contests.	5			2	1	1
33. Ideas for getting the best library books into the hands of the right student.	5			5		
34. Knowledge of what literature to teach the college-bound student.	4		2	2		
35. Understanding of various methods of handling the high school book report.	4		2	2		
36. The ability to prepare a discussion plan based on a critical examination of a literary text.						

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>    </u> Socio-Drama	<u>  1  </u> Audio-Visual	<u>  2  </u> Supervised Study
<u>  6  </u> Lecture	<u>  6  </u> Library Reading	<u>  4  </u> Supplementary Reading
<u>  4  </u> Textbook	<u>    </u> Dramatization	<u>  2  </u> Research
<u>  4  </u> Recitation	<u>    </u> Group Recitation	<u>  2  </u> Term Paper
<u>  4  </u> Panel Discussion	<u>  4  </u> Class Reports	<u>  4  </u> Original Projects
<u>    </u> Trips and Excursions	<u>  4  </u> Outside Speaker	<u>  2  </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for assisting students in becoming successful teachers of literature in the high school.

Discussion of *Stuart Little* (E.B. White's book) and his efforts to teach.

Discussion of what literature is and what it is supposed to do. It is usually surprising and often horrifying to realize how little college students (and future English teachers at that) have thought about literature. They're so accustomed to the pabulum spoon feeding of college professors that they often have never really determined what should be taught in high school, when it should be taught, and how it should be taught. I find that they are sufficiently confused, then bothered by their very naivete; that they are extremely willing to probe more deeply into the intellectual depths of literature.

## IV WRITTEN COMPOSITION

## Part A

One current trend seems to place more emphasis on written composition than has been there for many years. This means that old techniques for teaching composition must be revised and new techniques added. Future English teachers must be thoroughly prepared to teach the various skills of writing.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Knowledge of the importance of writing in today's communication.	6			6		
2. An understanding of methods to use in teaching writing.	6		2	4		
3. Understanding of the necessity for writing themes at regular intervals, such as one a month, one a week, etc.	6			6		
4. Knowledge of how authorities agree and disagree on methods of teaching writing.	6		2	4		
5. Knowledge of how to teach various types of composition.	4			4		
biography	4			4		
essay	4			4		
book report	4			4		
editorial	4			4		

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
fiction	4			4		
drama	4			4		
poetry	4			4		
6. The ability to select examples of good writing from literature to be used as models in the writing class.	5			4	1	
7. Knowledge of how composition may be integrated with all school activity.	5		1	3	1	
8. Ideas of various ways to mark, check, and evaluate composition.	5		2	2	1	
9. Suggestions of follow-up activities for each graded composition.	4		2	1	1	
10. Knowledge of how to cope with individual differences in writing class.	5		2	2	1	
11. Concern for the limitation and selection of topics to be used in composition at various levels.	4	1		4	1	
12. An understanding of the psychology of teaching composition. Examples: Clear writing needs clear thinking. The ideas of each student are important.	5		2	2	1	
13. Knowledge of specific goals and purposes of secondary composition.	4	1	2	2	1	

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is		I Do This			
	Desirable		U	O	S	N
	Yes	No				
14. Knowledge of methods and materials for teaching students to develop and write research themes.	5			4	1	
15. Knowledge of miscellaneous teaching aids which may be valuable in teaching composition.	5			4	1	
16. A bibliography which may be helpful as the future teacher continues to try to improve his teaching.	3	2	1	1		3
17. Ideas for teaching composition creatively.	5		2		3	
18. The ability to create in students the desire to write effectively.	4			3	1	
19. Knowledge of spelling rules which high school students should memorize.	2	2		2		2

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>  1  </u> Socio-Drama	<u>      </u> Audio-Visual	<u>  1  </u> Supervised Study
<u>  5  </u> Lecture	<u>  5  </u> Library Reading	<u>  4  </u> Supplementary Reading
<u>  3  </u> Textbook	<u>      </u> Dramatization	<u>  1  </u> Research
<u>  2  </u> Recitation	<u>      </u> Group Recitation	<u>  1  </u> Term Paper
<u>  4  </u> Panel Discussion	<u>  2  </u> Class Reports	<u>  5  </u> Original Projects
<u>      </u> Trips and Excursions	<u>      </u> Outside Speaker	<u>  1  </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students to be effective teachers of high school composition.

Have them write this on High School paper; (An "A" paper, A "B" paper etc.) At least it gives some picture of the variability of what teachers feel is "A" paper, a "B" paper, etc. It frequently looks like the blind teaching the blind, but it may sometime open a few eyes.



## V ORAL COMPOSITION

## Part A

Oral composition has always been an important part of the English curriculum. Today's society seems to demand more than ever that the high school graduate be able to speak effectively.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Knowledge of basic differences between oral and written composition.	6			6		
2. An understanding of a desirable balance between written and oral composition.	6		2	2	2	
3. A recognition of desirable goals and values for both oral and written composition.	6		3	3		
4. Suggestions for creating desire in the student to become proficient in oral composition.	6			3	3	
5. Knowledge of various teaching aids to be used in an oral composition class.	6			3	2	1
6. A recognition of the increased need for oral proficiency in today's society.	6		3	3		

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	7. Knowledge of different techniques needed for teaching different kinds of speech. Examples: Telephoning, interviewing, story telling.	4	2		1	3
8. Methods for teaching parliamentary procedures.	3	3			2	4
9. Recognition of the responsibility of the English teacher for the physical aspects of teaching speech.	4	1	1		2	2
10. A recognition of the importance of speech in politics and salesmanship.	3	2			4	1
11. Information concerning the use of dictionaries in relation to speech.	5			5		
12. An understanding of the classroom atmosphere desirable in teaching oral composition.	5		2	2		1
13. A list of possible class activities usable in oral composition.	5		2		2	1
14. Methods and materials for evaluating oral composition.	5		2		3	
15. An understanding of the values and uses of a recorder.	5		2	3		
a. to furnish examples of good oral speech.	5		2	3		

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

- b. to help the student  
"hear" himself.
16. Knowledge of types of  
comments most helpful in  
improving students' speech.
17. Knowledge of ways to im-  
prove students' oral inter-  
pretation of literature.

This Is Desirable	
Yes	No
5	

I Do This			
U	O	S	N
2	3		

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>  1  </u> Socio-Drama	<u>      </u> Audio-Visual	<u>      </u> Supervised Study
<u>  2  </u> Lecture	<u>  1  </u> Library Reading	<u>  4  </u> Supplementary Reading
<u>  1  </u> Textbook	<u>      </u> Dramatization	<u>  1  </u> Research
<u>      </u> Recitation	<u>      </u> Group Recitation	<u>      </u> Term Paper
<u>  1  </u> Panel Discussion	<u>  4  </u> Class Reports	<u>      </u> Original Projects
<u>      </u> Trips and Excursions	<u>      </u> Outside Speaker	<u>      </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students become successful teachers of oral composition.

## VI LISTENING

## Part A

Listening is another of the communicative skills which the English teacher is now called on to teach. If he is to teach this satisfactorily, the methods class must provide him with certain attitudes and skills necessary.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. A recognition that listening is one of the most-used communicative skills.	6			4	2	
2. An understanding of the various kinds of listening such as: critical, creative, etc.	6			4	2	
3. Instructional units for use in teaching students to be competent listeners.	6			4	2	
4. A bibliography for use in further study of how to teach listening.	4	2		4	2	
5. Concern for the impact of radio and television on listening habits.	5			1	2	3
6. Knowledge of research done in the teaching of listening.	5			3		2
7. Knowledge of suggestions of various texts relative to how to teach listening.	5			3	2	

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>    </u> Socio-Drama	<u>    </u> Audio-Visual	<u>    </u> Supervised Study
<u>    </u> Lecture	<u>    </u> Library Reading	<u>  3  </u> Supplementary Reading
<u>  4  </u> Textbook	<u>    </u> Dramatization	<u>    </u> Research
<u>    </u> Recitation	<u>  4  </u> Group Recitation	<u>    </u> Term Paper
<u>  1  </u> Panel Discussion	<u>  1  </u> Class Reports	<u>    </u> Original Projects
<u>    </u> Trips and Excursions	<u>  1  </u> Outside Speaker	<u>  1  </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students teach listening skills effectively.



## VII THINKING

## Part A

Many English teachers recognize thinking as one of the skills to be taught in the English class. Most future teachers will need and will welcome assistance in preparing to teach secondary students to think clearly.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. An understanding of the skills involved in logical thinking.	6		2		2
2. Knowledge of various teaching aids, available in texts, for teaching thinking	6			2	2	2
3. Ideas for teaching the relationship between thinking and language.	6		2		2	2
4. Instructional units for teaching basic concepts of the various types of thinking.	4			2	2	
5. Ideas for teaching imaginative thinking.	4			2	2	
6. Methods which may be used for getting high school students to want to think.	4			2	2	
7. Ideas for teaching the relationship between thinking and composition.	3				3	
8. Ideas for applying the art of thinking to the study of literature.	5			2	3	

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<input type="checkbox"/> Socio-Drama	<input type="checkbox"/> Audio-Visual	<input type="checkbox"/> Supervised Study
<input type="checkbox"/> Lecture	<input type="checkbox"/> Library Reading	<input checked="" type="checkbox"/> Supplementary Reading
<input checked="" type="checkbox"/> Textbook	<input type="checkbox"/> Dramatization	<input type="checkbox"/> Research
<input type="checkbox"/> Recitation	<input type="checkbox"/> Group Recitation	<input type="checkbox"/> Term Paper
<input type="checkbox"/> Panel Discussion	<input type="checkbox"/> Class Reports	<input type="checkbox"/> Original Projects
<input type="checkbox"/> Trips and Excursions	<input type="checkbox"/> Outside Speaker	<input type="checkbox"/> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students develop the necessary skills necessary to teach high school students to think effectively.

## VIII MASS MEDIA

## Part A

Mass media are having a greater effect on society than ever before. The English teacher's responsibility is as yet not clearly defined in this field. However, it appears certain that tomorrow's English teacher must concern himself more and more with teaching mass media in the high school.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
1. Instructional units for teaching use of the newspaper.	5	1	1		2	2
2. Instructional units for teaching use of the magazine.	4	1	1		2	1
3. Instructional units for studying television programs.	5			1	1	3
4. Knowledge for teaching the use of miscellaneous media including paperbacks.	5		1		1	2
5. A bibliography which may be useful in teaching concerning mass media.	4		1		1	2
6. Methods for teaching the high school student to understand the effect of mass media on him.	4		2	1		1
7. Knowledge of charts, statistics, and other teaching aids which the texts believe valuable.	2	2	1	2		1

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

8. An understanding of effective use of films.

This Is Desirable	
Yes	No
4	

I Do This			
U	O	S	N
2	1	1	

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<u>    </u> Socio-Drama	<u>    </u> Audio-Visual	<u>    </u> Supervised Study
<u>    </u> Lecture	<u>  2</u> Library Reading	<u>  4</u> Supplementary Reading
<u>  2</u> Textbook	<u>    </u> Dramatization	<u>    </u> Research
<u>    </u> Recitation	<u>  3</u> Group Recitation	<u>    </u> Term Paper
<u>  1</u> Panel Discussion	<u>    </u> Class Reports	<u>  1</u> Original Projects
<u>    </u> Trips and Excursions	<u>    </u> Outside Speaker	<u>  1</u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for assisting students to develop attitudes and aptitudes for teaching the various mass media in secondary English classes.

## IX PROFESSIONALISM

## Part A

English teaching is a profession. English teachers are educated to perform certain types of teaching that no one else can do. In recent years English teachers have gained a great deal of prestige and respect from society. They also have a greater obligation than ever to society.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. The recognition of the fact that teachers are professional people.	6		3	3	
2. A feeling of responsibility to the future of English teaching.	6		2	4		
3. Knowledge of the benefits of the professional organizations of English teachers.	6		2	4		
4. A feeling of pride in the profession.	6		4	2		
5. An acceptance of the English teacher's responsibility for recruitment of future English teachers.	6		1	3	2	
6. Methods which may be used to sell the profession to the public as a profession.	5		1	3	1	
7. An understanding of services available from organizations of English teachers.	5		1	3	1	



THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:

	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
8. Recognition of their responsibility for sharing successful teaching experiences with others through speeches, workshops, and publication.	5		1	3	1	
9. Understanding of the extra-curricular load of the English teacher, its importance and its weight.	5		2	2	1	
10. Understanding for the need for continued academic growth.	5		2	3		
11. A recognition of the need for working efficiently, enthusiastically, and understandingly with all teachers and administrators of the school.	5		2	3		
12. A reading list which may be valuable to professional growth of the teacher in service.	4		2	2		
13. An acquaintance with experiences of other English teachers regarding the real and rewarding values of the position.	4		1	1		2
14. The fact that lesson planning is a professional technique.	4		3	1		
15. Plans for the development of a personal library.	4		1	1		2

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items?

Please check the items you find useful.

<u>      </u> Socio-Drama	<u>      </u> Audio-Visual	<u>      </u> Supervised Study
<u>  1  </u> Lecture	<u>      </u> Library Reading	<u>  2  </u> Supplementary Reading
<u>  1  </u> Textbook	<u>      </u> Dramatization	<u>  1  </u> Research
<u>  1  </u> Recitation	<u>  1  </u> Group Recitation	<u>      </u> Term Paper
<u>  1  </u> Panel Discussion	<u>  1  </u> Class Reports	<u>      </u> Original Projects
<u>      </u> Trips and Excursions	<u>      </u> Outside Speaker	<u>  1  </u> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for creating desire in your students to develop good habits of professionalism.

## X MISCELLANEOUS

## Part A

No English methods class can cover everything. Perhaps the best class is the one that somehow is able to devote the right amount of time to the right subject. But the list of responsibilities for the secondary English class seems to grow and grow.

U-usually. O-often. S-seldom. N-never.

THROUGH MY CLASSROOM TEACHING I ATTEMPT TO DEVELOP COOPERATIVELY WITH THE STUDENTS:	This Is Desirable		I Do This			
	Yes	No	U	O	S	N
	1. Methods for teaching the gifted student in secondary English.	6		2	4	
2. Methods, new and old, for teaching spelling.	4			4		
3. Methods, new and old, for teaching vocabulary.	4			4		
4. The kind of philosophy necessary for maintaining discipline in the English class.	6		2	4		
5. Recognition of the English teacher's role as a guidance person in the lives of his students.	4	1	2		1	1
6. An understanding of the English teacher's responsibility toward the student and his college entrance exams.	4		2	2		
7. Knowledge of specific types of drills, materials such as:						

THROUGH MY CLASSROOM TEACHING I  
ATTEMPT TO DEVELOP COOPERATIVELY  
WITH THE STUDENTS:

a. armed service  
manuals.

b. programmed texts.

c. boxed laboratory  
kits.

d. workbooks.

This Is Desirable	
Yes	No
2	2
2	2

I Do This			
U	O	S	N
		2	2
	2	1	1

## Part B

What particular classroom methods, materials, or devices do you find most helpful in teaching the above items? Please check the items you find useful.

<input type="checkbox"/> Socio-Drama	<input type="checkbox"/> Audio-Visual	<input type="checkbox"/> Supervised Study
<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Library Reading	<input checked="" type="checkbox"/> Supplementary Reading
<input checked="" type="checkbox"/> Textbook	<input type="checkbox"/> Dramatization	<input type="checkbox"/> Research
<input type="checkbox"/> Recitation	<input type="checkbox"/> Group Recitation	<input type="checkbox"/> Term Paper
<input type="checkbox"/> Panel Discussion	<input type="checkbox"/> Class Reports	<input type="checkbox"/> Original Projects
<input type="checkbox"/> Trips and Excursions	<input type="checkbox"/> Outside Speaker	<input checked="" type="checkbox"/> Assigned Reports

## Part C

Describe, in detail, your favorite procedure for helping students prepare to teach miscellaneous activities such as those above.

APPENDIX B



UNIVERSITIES, COLLEGES, AND RESPONDENTS WHO PARTICIPATED IN  
THIS STUDY

The respondents named are those who teach the secondary English methods course in the various schools and who were mainly responsible for the completion of the survey instrument.

Mary E. Elledge  
Oklahoma College for Women  
Chickasha, Oklahoma

Mrs. M. W. King  
Langston University  
Langston, Oklahoma

Frances Dunham  
University of Oklahoma  
Norman, Oklahoma

John M. Murphy  
Oklahoma City University  
Oklahoma City, Oklahoma

Dorothy Fritz  
University of Oklahoma  
Norman, Oklahoma

Mrs. Herwana Barnard  
Central State College  
Edmond, Oklahoma

Dr. Marie Arthurs  
Northwestern State College  
Alva, Oklahoma

James Parker  
Oklahoma Christian College  
Oklahoma City, Oklahoma

Otis W. Winchester  
University of Tulsa  
Tulsa, Oklahoma

Dr. Earle W. Winters  
Panhandle Agricultural and  
Mechanical College  
Goodwell, Oklahoma

Dr. Hattie Propst  
Northeastern State College  
Tahlequah, Oklahoma

Dr. Robert Burrows  
East Central State College  
Ada, Oklahoma

Ernestine Leverett  
Oklahoma Baptist University  
Shawnee, Oklahoma

Dr. Margaret O'Riley  
Southeastern State College  
Durant, Oklahoma

Mrs. Floyd Whisenhunt  
Southwestern State College  
Weatherford, Oklahoma

Dr. Donald Ray Miller  
Oklahoma State University  
Stillwater, Oklahoma

C. T. Shades  
Phillips University  
Enid, Oklahoma

VITA

Chester Tibbie Shades

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF PRACTICES CONSIDERED EFFECTIVE BY  
TEACHERS OF LANGUAGE ARTS METHODS COURSES IN  
THE 16 OKLAHOMA COLLEGES ACCREDITED FOR TEACHER  
EDUCATION PROGRAM

Major Field: Higher Education

Biographical:

Personal Data: Born near Waukomis, Oklahoma, May 11,  
1914, the son of Rollin C. and Maggie E. Shades.

Education: Attended elementary school in Waukomis,  
Oklahoma, and graduated from the Waukomis High  
School in 1931; received Bachelor of Arts degree  
from Phillips University in Enid, Oklahoma, in  
1935 and Master of Education from same university  
in 1938; pursued course of study leading to  
Doctor of Education degree at Oklahoma State  
University on both a part time and full time  
basis during years 1957-1964.

Professional experiences: Taught as high school  
English teacher in public schools of Marshall,  
Oklahoma, 1935-1939; served as Superintendent of  
Schools and English teacher in same system 1939-  
1958; taught as Associate Professor of English  
at Phillips University, Enid, Oklahoma, 1958-  
1963; appointed Director of Teacher Education  
in same institution September, 1963.