

RECOMMENDATIONS REGARDING THE TRAINING
OF ENGLISH TEACHERS FOR SECONDARY SCHOOLS

by

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
EXTENT AND ADEQUACY OF TEACHER TRAINING PROGRAMS	4
SUGGESTIONS FOR THE TRAINING OF TEACHERS OF ENGLISH IN THE SECONDARY SCHOOLS	14
ORGANIZATIONAL PRACTICES	17
PROFESSIONAL GROWTH	34
CONCLUSION	58
BIBLIOGRAPHY	61
APPENDIX	63

FOREWORD

Undertaking this study at Kansas State College, which has offered freedom of individual effort under sympathetic direction, has been a real privilege.

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INTRODUCTION

The continuing usefulness of the subject matter and the cultural training expected of the classes in the study of English in the secondary school are unsurpassed by those of any other subject in the curriculum. Adequate communication, language facility, creative expression, personality development, comprehensive acquaintance with and appreciation of the world's great literature, noble employment of leisure time, and remedial treatment of accumulative communication ills are among the optimistic expectations of the English classes by experts in the theoretical aspects of education, by school patrons, and by the students themselves. This imposing list gives substance to the belief that the study of English is essential. Further reflection brings the conviction that the students will make use of knowledge and skills acquired in English classes for the duration of their lives irrespective of their occupations; adequate communication is indispensable to the simplest circumstances of modern living. The perpetuation of intellectual growth and sustenance under duress are equally real, but less publicized, manifestations of the practicability of English instruction in post-school life.

Yet these accomplishments, which range from elementary speech and sign reading to the development of a personal philosophy, seem to have been relegated somewhat perfunctorily to teachers who have had inadequate preparation in the use of the

most effective techniques of the highly specialized art of teaching English, on the premise that exposure to general courses in the field of education precludes the necessity to develop the techniques of teaching English as special skills. The practice has resulted in needless discouragement and inefficiency among even the most conscientious teachers of English in the secondary schools as well as it has resulted in inferior accomplishments by their students. Revision of the college training programs for English teachers would contribute to the substantial improvement of this unfortunate situation.

In the belief that experienced teachers now in the profession are the best source of information about the neglected phases of past training programs, a survey upon which revisions may be based has been conducted in the state of Kansas. The first consideration was the investigation of the extent and adequacy of the teacher training programs which have produced the teachers now engaged in the profession. The second consideration was the determination of current trends in organizational practices which might have importance for the training procedure. Comments and recommendations regarding these practices have helped in the determination of points of emphasis in future training programs. The third consideration was the evidence of professional growth as revealed in attitudes toward the profession, attitudes toward continuing study, reading, writing of a professional nature, and statistical information about marital status and salary which might have some effect on the evidence presented.

The survey was conducted by the sending of the questionnaire which appears in the Appendix of the present study. Since dealing in personalities was not one of the objectives of the survey, no indication of the teachers' identities was requested in completing the questionnaire. Individual survey returns cited in the text will be identified in the footnotes by the name of the school represented. Such literature as has been cited was consulted during the preliminary consideration of the problems of teaching English in order to determine the phases of professional interest to include in this investigation.

Copies of the questionnaire were sent to ninety-one per cent of the secondary schools in Kansas as listed in the Kansas Educational Directory 1940-41, issued by Adel F. Throckmorton, State Superintendent of Public Instruction. The original intention was to have one hundred per cent coverage, but an error by the printer in preparing the copies resulted in faulty material which could not be used. Since the error could not be corrected in time for the mailing and return of the questionnaires before the close of the school term so that the opinions expressed would be the result of at least one year's experience in the profession, and since a high percentage of the schools could be included with the available materials, the wiser decision seemed to be that of proceeding with the investigation under this handicap. The extent of coverage in the present study can be seen in Fig. 1, in which the percentage of schools in each county receiving questionnaires is indicated. Every secondary school of the first-

class cities, of the second-class cities, and of the private school division received the questionnaire. Eighty-eight per cent of the third-class city secondary schools received it. Care was taken to keep the proportion of schools in each of the classifications, A, B, C, and M (as classified in the directory), and the geographical distribution as representative as possible. Fifty per cent of the schools receiving questionnaires contributed the requested information; the present study has been based upon the replies of these schools. Fig. 2 shows the percentage of returns by regional divisions which will be observed throughout the discussion whenever geographical factors may be considered.

EXTENT AND ADEQUACY OF TEACHER TRAINING PROGRAMS

The most important factor in successful teaching is the teacher himself. One can economize and improvise with inferior and inadequate materials if he must, but there is no substitute for the teacher who regards his hours spent in the English classroom as the most stimulating of daily adventures and as the practical fulfillment of his own cultural dreams. The potentially great teacher of English believes in his subject.¹ His desire for more knowledge in his field of study is insatiable; his attitude toward his teaching is that of a creative artist toward his art. His hours of leisure are devoted largely to growing

¹Joseph Emory Avent, The Excellent Teacher, p. 47.

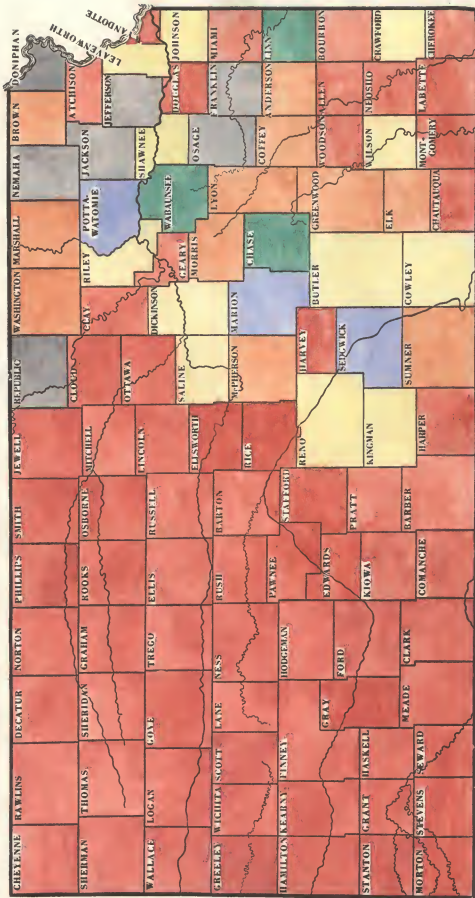


Fig. 1. Percentage of schools in each county receiving questionnaires.

Explanation of colors:

Red:

Blue:

Yellow:

100%

90% to 95%

86% to 89%

Orange:

Grey:

Green:

80% to 85%

70% to 79%

65% to 69%

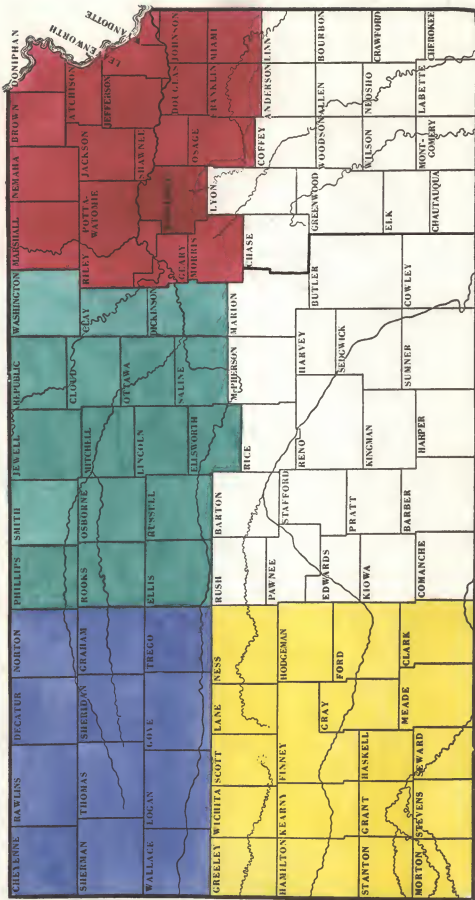


Fig. 2. Percentage of questionnaire returns by regional divisions.

Explanation of colors:

White:	46%
Yellow:	49%
Green:	53%
Blue:	55%
Red:	63%

intellectually through the medium of contemplative reading and professional study--not because of any exercise of compulsion by his superiors or because of any affectation of culture for culture's sake--but because great literature and creative expression are sincerely the consuming interests of his life. He maintains his sense of social balance by cultivating interests outside his vocation. He is proud of his profession; yet, he is able to share occasionally a glimpse of the hopes and aspirations of other vocational groups.² As a teacher in secondary schools, his major sympathies are with young people; his major interest is centered in the privilege of service among them not in the regularity of remuneration.

With this concept of the teaching role as an objective, the outline of a procedure which would be practicable in making such idealized thinking a reality in the professional lives of countless beginning teachers was attempted.

English teachers, speaking informally of their training for the profession, often voice dissatisfaction with the inadequate preparation they received for their careers. The first step in investigating the nature of past training of teachers of English was to learn by direct questioning if such dissatisfaction could be reduced to definite factors of deficiency. Fifty-four per cent of the teachers reported that their training stressed background and generalities at the expense of practical guidance

² Sheldon Lessor Davis, Self-Improvement, A Study of Criticism for Teachers, p. 46.

for the classroom experience. Several instructors made the additional comment that their only preparation had been general education courses which stressed much educational theory and presented little or no work with actual teaching methods. A failure on the part of college instructors to realize that prospective teachers hope to gain much practical help with their teaching careers from courses not directly aimed at teacher training was implicit in the criticism that all college courses seem to be directed toward the acquiring of information rather than toward the teaching of such information once it has been acquired. In some way the prospective teachers need to be helped in drawing vocational significance from their studies aside from special classes designated as teaching of English courses. The criticisms offered did not advocate the elimination of general education courses, but rather the supplementing of them with more of the practical and concrete in the form of usable, imaginative methods of procedure and in the increase of practice teaching experience. Much of the present practice teaching procedure has been concentrated upon observation rather than upon actual classroom management.

Following the study of deficiencies in training which arose from training too largely centered upon general educational theory, the next step was the investigation of such teaching of English courses as had been offered. Fifty-one per cent of the reporting teachers had taken no college courses dealing with the instructional techniques peculiar to the teaching of English.

Only seventeen per cent considered that such teaching of English courses as they had taken had prepared them adequately for their careers. Simply offering a course in the teaching of English, apparently, was not the answer to the training problem. Since the course seemed to have been unsatisfactory, the question arose as to what specific deficiencies had been found by the teachers upon starting their professional work in the classrooms. Upon summarizing and tabulating the failings mentioned, one found that they could be grouped under ten headings. Two hundred twenty-nine items about deficiencies of preparation were volunteered, and all of them concerned practical problems of teaching English; the ten headings in the order of frequency with which they were mentioned are as follows: practical classroom management (including discipline, planning, questioning, and adjusting to the secondary school level); techniques of teaching grammar and usage; techniques of teaching both remedial and developmental reading; techniques of teaching literature; techniques of teaching composition; motivation; guiding individual study (especially the helping of slow and uninterested students); techniques of socialized procedure; techniques of teaching spelling and vocabulary; and the directing of school activities aside from the regular classroom schedule (coaching readings, dramatics, speech, and journalism).

Thirty per cent of the items could be placed under the practical classroom management heading. Uncertainty about the fundamental objectives of teaching English generally and the specific

sims of the courses at each class level were the first concerns of teachers regarding this matter. Without some feeling of certainty about the objectives, the teachers had difficulty in deciding what was important and should be stressed in the classroom. Because most of their training had seemed to be aimed at the college level, teachers had difficulty in planning courses for the high school level; teaching on the freshman level was particularly troublesome. Though the instructors voiced regret that time was not available to do much writing or remedial work, it seemed probable that the real difficulty here was the failure to plan their courses; seventy-four per cent of the teachers did not make it a practice to prepare a syllabus for their classes. Disciplinary problems seemed to develop in connection with attempts at socialized procedures and were possibly the result of weak organization of the class time. The heading of classroom management was the only one of the ten in which differences because of the size of school were evident; in schools of Coffeyville, Girard, Eldorado, and Wichita the large classes were a problem; in Windthorst, the instructor commented that the smallness of classes was a problem since most colleges consider only the large classroom basis.

Under the techniques of teaching grammar and usage heading came the comment, "We need some English teachers who know some grammar themselves!"³ Among those who had earned high grades in grammar, there was still difficulty in explaining reasons for

³Preston High School.

such usage choices as "who" or "whom." Twenty-nine teachers listed either methods of teaching grammar or inadequate knowledge of the fundamentals of grammar as their outstanding weakness as beginning teachers. Several stressed the problem of oral usage.

The techniques of teaching reading ranked as the third major deficiency of training. Most of the difficulty centered in the procedures of remedial reading, but the problems in guiding developmental reading included the selection of outside reading and the handling of book reports. The remedial reading problems seemed to be those of vocabulary and elementary understanding of printed material rather than those of more complex analysis or appreciation. The low intelligence factor seemed to be one cause for lack of reading skill, and one instructor mentioned it as a major consideration of the general teaching problems in the field of English:

The textbook writers and school supervisors and administrators forget that in our rural communities we have one hundred per cent of the high school age youth in attendance, and that in such a group it is only natural to find fifty per cent of them below average. Many are so far down on the scale of intelligence that they find it impossible to grasp such an abstract concept as a part of speech. If three years of English are to be required of all high school students, something had better be designed for such a heterogeneous group, and it had better be worthwhile.⁴

Techniques of teaching literature were the fourth major deficiency of training. Some of the teachers felt that their own

⁴Downs High School.

background in the study of literature was inadequate; others were troubled to find their own enjoyment of literature did not compensate for lack of information about presenting it at the secondary school level. The lack of familiarity with material for the high school level such as that found in the state-adopted textbooks was a handicap for some teachers. Some of the difficulty seemed to be linked with motivation as in incidents in which students demanded to know what good the study of literature was going to do them, and the teacher found that her attempts to justify the courses were rejected.

Techniques of teaching composition ranked fifth among the deficiencies of training. The teachers found that they were inadequately prepared to teach sentence construction, outlining, and theme writing. The special annoyance under this heading was the failure of students to apply the grammar lessons to their practice in composition; inadequate means of reference to previous mistakes seemed to result in lack of progress toward mastery. Those experienced in the profession advised prospective teachers to take more courses in composition.

Motivation was the sixth neglected phase of training. Most of the teachers who mentioned motivation as a deficiency simply mentioned the term; others listed it indirectly in comments that students do not appreciate English courses, that one has difficulty combating the inertia of students who are content to pass with a low grade, that one needs ways of presenting poetry and essays so that students will like them, and that the teacher

has been taught too few interesting activities to interest students.

Guiding individual study was the seventh deficiency of training. There was some bewilderment about ways of helping the abler students, but most of the difficulty centered in helping the slow and uninterested students.

Socialized procedures were listed as the eighth deficiency of training. These pupil-centered procedures included such forms as parliamentary drill, forums, discussion groups, informal debate, committee reports, and group drill. The matter of discipline in activities of this type seemed to discourage their use.

No further details were offered in explanation of the specific problems of teaching spelling and vocabulary material, the ninth in rank among neglected phases of training listed, or of the specific problems of directing student activities aside from the classroom schedule.

With the presentation of so much evidence of failure on the part of past courses in the teaching of English, one might well question the wisdom of retaining such courses in the training program; however, ninety-six per cent of the replies favored the establishment of a required course in the teaching of English. Revision and addition of practical aids for the prospective teachers were advocated.

SUGGESTIONS FOR THE TRAINING OF TEACHERS OF ENGLISH IN THE SECONDARY SCHOOLS

The suggestions offered by experienced teachers of English concerned professional standards, vocational tests, details of the teaching of English course, practice teaching, essential courses, and professional growth.

The teachers advocated raising professional standards by requiring a higher level of scholastic achievements, by increasing the number of college hours required in the field of English before the certification of prospective instructors, and by extending the training period to five years instead of the present four.

A series of tests to aid in determining the aptitude of prospective teachers would aim at the elimination of those who might be unfitted for the profession because of the lack of such basic information in the field as could prove to be a career handicap and at the elimination of those whose personality traits might cause them to be unsuited for working with pupils of the secondary school level. These tests would be given early in the pre-professional training program. The choice of individuals to go into the teaching of English was considered highly important. Such persons should have attractive personalities, pride and grooming essential for maintaining an attractive appearance, sympathy for people in their teens, creative imagination, sufficient energy and ambition to endure some drudgery, interests outside their professional lives, a sense of humor enabling them

to avoid taking themselves too seriously, independence of thought, and the courage to be themselves. The final part of the testing program would be an extensive examination in both grammar and literary history at the conclusion of the pre-professional training.

Suggestions for the course in the teaching of English included the qualifications of the teacher of such a course, textbooks, and the subject matter for special emphasis.

The recommendations for the teacher of the course were as follows: The instructor should be a person who is a successful teacher of English; several outstanding college instructors might well share the teaching of the course; a single college instructor who continues to meet a mixed group of students in a public school and who, therefore, would be likely to remain realistic in his approach should be especially qualified for the position.

Textbooks from the list of state-adopted books for use in secondary schools and the English Journal were suggested as textbooks for the training course. Because Thomas's The Teaching of English in the Secondary School and Pooley's Teaching English Usage deal with most of the areas of deficiency, they merit consideration.

The questionnaire submitted to the teachers a list of teaching techniques for consideration as to their status in the teacher training program. To determine the relative importance of the techniques, it was necessary to combine the figures

under the headings "Important" and "Desirable" before attempting to rank the techniques according to their importance. It was impossible to differentiate clearly between "Assignment Making" and "Lesson Planning" because many teachers considered the two simultaneously as one topic. A table showing the distribution of the opinions of the reporting teachers on this matter appears below.

Table 1. Distribution of opinions regarding the status of various teaching techniques in the training program.

Technique	Important	Desirable	Negligible or no comment
Assignment Making	225	74	19
Guiding Individual Study	224	84	10
Lesson Planning	221	72	25
Remedial Reading	211	96	11
Questioning	186	100	32
Socialized Procedure	149	130	39
Classroom Drill	128	123	67
Lecturing	59	151	108

The suggested subject matter of the course was a combination of the techniques listed above with the correction of deficiencies in present training programs with special emphasis on practicability.

Other courses suggested as essential in pre-professional training were the following: one or more foreign languages, foreign literature (presumably in translation), modern literature, grammar, oral English, remedial reading as a separate class, speech, dramatics, psychology, creative writing, and general culture courses to provide a broad background for the study of literature. The courses in foreign and modern literature would supplement, not replace, the English and American literature required at present.

The recommended reorganization of practice teaching procedures would offer experience with normal class groups made up of many levels of intelligence in both large and small schools both by assigning senior students to actual class rooms with an experienced teacher in charge, and by arranging for student teachers to have the experience of working in a daily school schedule rather than restricting them to one hour a day for at least a part of the practice teaching period.

To encourage professional growth, teachers advocated that some means of requiring English teachers to read more than most of them do should be found and that a system of requiring continuing study should be established.

ORGANIZATIONAL PRACTICES

A study of present trends in organizational practices in the teaching of English was made in order to learn which practices have survived the trial and error processes to become es-

tablished among the procedures used by teachers actively engaged in the profession and thus to collect evidence of faulty organizational management that might possibly be remedied in future training programs.

The three subdivisions in this area of study were planning, objectives, and classroom procedures.

Faulty planning has been recognized as a weakness of beginning teachers. The nature of this weakness has been analyzed concisely in Joseph Emory Avent's report based upon the composite judgment of over a thousand teachers as follows: failing to prepare the lesson, neglecting to prepare lesson plans at least one day before class, and using old outlines without revision.¹

Since the reporting teachers seemed to consider assignment making and lesson planning as one unit, the total emphasis thus indicated made this combined topic of first importance. The two topics will be treated as a single item here.

This study revealed that only twenty-six per cent of the reporting teachers had prepared syllabuses for the courses taught during the year. Since this group of teachers included experienced teachers, it seems that the weakness has not been corrected throughout the profession even though the value of planning may have been realized. The small percentage of teachers who planned their courses led one to investigate the teach-

¹Avent, op. cit., pp. 454-455.

ing load to see if it were so burdensome that time would not be available for planning or if this fundamental preliminary to a successful teaching program had been neglected. The average number of hours taught each day was 4.85 hours. When it is considered that the usual school day has six hours, the teaching load does seem to be unfortunately heavy. The greater the demands are upon the teacher's time, however, the greater the importance of planning for efficient management. The indication is that the importance of planning has not been emphasized sufficiently in the past to establish it as a general practice among the organizational procedures of most classroom teachers; greater stress upon course and lesson planning for prospective teachers is needed.

General unfamiliarity with the objectives of the profession was revealed in the interpolated comments of the teachers and in the implications found in a somewhat negative professional profile. A direct approach to successful teaching must begin with knowing what principal and secondary aims are to underlie the work of each course; once these objectives have been determined by the teacher, it is to his advantage to place them before the students daily. Motivation is no problem when the student is aware of the reasons and the relative importance of his assignments in helping him to realize goals which will benefit him personally.

The features of classroom procedure considered in this study were these: oral English, socialized procedures, grammar, com-

position and creative writing, literature, spelling, testing procedures, lecturing procedures, audio-visual aids, notebooks, and the content of the senior English course.

Since oral English is the phase of the whole English program which is of most use to all students, the practices used in teaching that subject are of special interest. Ninety-four per cent of the reporting schools taught oral English in connection with written composition. Sixty-six per cent of them also taught oral English in connection with etiquette. Eighty-nine per cent of the schools offered oral English through the assignment of talks, and eleven per cent offered a separate unit of the course devoted to oral work. Only three schools in the state reported having special classes for corrective speech work. Seven schools reported having dramatics classes which taught oral phases of English, and twelve schools reported offering general speech classes. The emphasis on oral English ranged from almost none to almost all of the class period's being devoted to oral work. No comments were made concerning listening activities in connection with oral English. Only one school reported having no time for oral English.

Contributing to the understanding of the trend in teaching oral English, were comments that there was little value in oral English as offered at present because so many teachers had no training for its presentation; that the teaching of speech should be a required subject; that English classes should be fifty per cent oral; that with no strong year-long program in

oral work, schools overemphasized it for contests; and that in small schools oral work was possible for the more capable students who could receive additional training in debate, dramatics, and declamation.

Closely related to the subject of oral English, or an actual part of the subject, are the activities of socialized (pupil-centered) procedures. Probably most of the disciplinary problems in the classroom arise as a result of poor management of such procedures. There seemed to be considerable reluctance to try group activities of this type, and the partial explanation may be found in the following comment taken from an answer to the questionnaire:

It is important for teachers to know how to use these techniques (of socialized procedure) easily and to see that definite aims are established in each instance. Dissatisfaction with these methods comes too often because neither teacher nor students understand clearly what good procedures are and what is to be accomplished in the time given for a project.²

Among the errors made by beginning teachers in the list by Avent, appears this item:

Neglecting to use group assignments when they would be advantageous...doing all the talking and thinking for the pupils, and affording the opportunity to recite to a few pupils only.³

²Wichita East High School.

³Avent, op. cit., pp. 454-461.

Ideally, most of the class periods should be pupil-centered in that the students assume the responsibility of active participation in order to learn by doing. Yet, among the reporting schools, only 14.9 per cent used socialized procedures daily; 45.2 per cent used them several times a week; and the other 39.9 per cent used them seldom or not at all.

The types of such activity in the order of frequency with which they appear among the reports are compiled in Table 2.

Table 2. Frequency of the use of pupil-centered activities in the teaching of English.

Type of Activity	:	Number of Schools
Informal Discussion	273	
Panel Discussion	195	
Reports on Outside Reading	144	
Parliamentary Procedure	129	
Group Drill	111	
Informal Debate	68	
Forums	48	
Student Teaching	37	

The trend in the majority of schools seemed to be to limit most of the socialized procedure to informal discussion and panel discussion. These two types of activities may have been preferred because they might seem to require the minimum of planning and of organization. In present usage, student-participation

activities of this type lack adequate emphasis.

This study is concerned with learning the general organizational procedures relative to the division of time and to the methods used in the teaching of grammar and literature. There was some overlapping in instances in which teachers attempted to correlate the two subjects a part of the time. Of the reporting schools, 63.2 per cent taught alternating semesters of grammar and of literature. Sixteen per cent of the schools taught these subjects in alternating six week periods. Attempting to correlate the teaching of grammar and literature simultaneously was reported by 30.5 per cent; and 63.8 per cent of the teachers believed that if instructional materials were available to make possible the use of the simultaneous approach, it would be an improvement over present methods. Such correlation deserves attention in training programs for prospective teachers in the field.

The present trend is to separate the grammar and literature units in classroom presentation. The methods of procedure, therefore, will be mentioned separately. Grammar is taught by combining the application of rules to the working of exercises and by indirect application through usage in composition. One failing in the presentation of grammar was that of not demanding steady progress toward mastery. Only sixteen per cent of the teachers reported recording pupils' errors for future reference. Grammar workbooks were used by 72.6 per cent of the reporting schools. Of this percentage, all but 11.2 per cent restricted the use of workbooks to the first three years of high school.

Composition and creative writing were taught in eighty-seven per cent of the schools. The greatest emphasis was given to such writing in the junior year with the secondary emphasis in the sophomore year. The nature of the writing ranged from single paragraph construction to poetry and radio drama scripts. Forty-four per cent of the schools reporting required term papers with bibliographies and, in some cases, with footnotes. Only about twenty per cent of the schools included creative writing in the class work for the senior year. This small percentage may be due to the infrequency with which senior English is offered in the state.

The essay was the most popular form of writing done, with 82.4 per cent of the schools listing this type; short story writing ranked second with 62.9 per cent; and poetry was third with 54.7 per cent. Only forty-two schools of those reporting did any work in the writing of dramatic scripts. In instances in which additional information was volunteered, the indication was that much of the composition was limited to the writing of single paragraphs. There were no references to paragraph development as a basis for training in reasoning or to the structured essay as a basis for critical judgment. Despite the apparently widespread instruction in composition, considerable dissatisfaction and frustration could be discerned from additional comments on the subject. "I play down writing. They can get that at a later date. So many don't go on to school so I want

them to be able to speak and to read."⁴ "Too few have the ability or ambition along that line in the small high school. Scholarship in the small high school is too low."⁵ One approach to the low scholarship problem was unusual, "A disregard for grammar rules tends not to thwart or put a damper on creative imagination. With this fear put aside, he writes as he feels. Results positive."⁶ Several teachers stated that creative writing received very limited emphasis in their classes. From one came the admonition, "Don't become inflated about creative writing. Remember, some students never become capable of writing a correct and complete sentence."⁷

Several comments indicated the usefulness of creative writing in dealing with individual guidance for the specially talented students. "Creative writing may be assigned as extra projects to pupils who are proficient in grammar in place of time spent in drill and workbooks."⁸ "A student may receive extra credit for writing short stories or poetry."⁹ "If any person shows signs of ability, he is given more work in his line."¹⁰ In general,

⁴Holyrood High School.

⁵Scandia High School.

⁶West Mineral High School.

⁷Downs High School.

⁸Ness City High School.

⁹Ellis High School.

¹⁰Lenora High School.

poetry seemed to be introduced on a voluntary basis.

Several teachers contributed information about the use of field trips and contests in motivating the teaching of composition, and the importance of the teacher's attitude was brought out in the following comment:

I very firmly believe that students feel that their creative writing projects have more value for them if they know that there is genuine interest in the ideas and attitudes they express in writing on the part of the instructor. They will have more enthusiasm for the correction of technical problems if they feel it is a means of expressing their own ideas in a better way.¹¹

High regard for the value of creative writing was voiced by the following remarks: "I feel it is absolutely necessary if the student is to appreciate literature;"¹² "Creative writing involves philosophy and judgment. The finest thing that can be done by any English teacher."¹³

The whole subject of creative writing, including motivation procedures for progressively developing skill in writing through the high school program, allotment of an adequate proportion of the course for written activities, fundamentals of construction and mechanics, and the basis for judgment of written material, deserves emphasis in the pre-professional training of English teachers.

¹¹Logan High School.

¹²Wilson High School.

¹³Blaine High School.

In the teaching of literature, the usefulness of workbooks as individual study guides seemed to have been overlooked. Of the reporting schools, 5.6 per cent used workbooks in the study of literature during the freshman and sophomore years; 4.7 per cent used them in the junior year; only two schools reported using them for the senior classes. Notebooks were used by 42.1 per cent of the reporting schools, but there was little indication that these had special significance in the presentation of literature. The general plan for the organization of the notebook consisted of assignments, class notes, vocabulary words, and spelling words. The absence of voluntary comment on the subject of teaching literature except for the frequency with which this phase of classroom procedure was listed among those in which pre-professional training was lacking may be taken to be indicative of a need for its reconsideration and emphasis in future training programs.

The teaching of spelling seemed to present difficulty. The fact that the general public is often critical of the profession for an apparent failure in this phase of teaching may be responsible for the widespread concern on the part of the teachers themselves. The following comment illustrates this factor in the presentation of spelling:

Unfortunately, spelling seems about the only aspect of English recognized by the general public for its failure. This is true of people who themselves can not spell, and there is a great hue and cry on the part of the public about the total inadequacy of our teaching...Fortunately, most children can learn to spell if there is some care and thought given to its presentation and a reasonable

attitude to its place in the entire picture of learning. ...The general public thinks no one can spell and that teachers are not making any effort to teach it; many teachers, knowing that it is of secondary importance and only one of many responsibilities they have, tend to give it no planned attention; occasionally here and there it becomes a fetish.¹⁴

The two primary objectives in the teaching of spelling seem to be the correction of habitual errors and the understanding of general principles to serve as a guide in spelling new words as they may be encountered. The methods by which these objectives have been approached were revealed in the present study. Of the reporting schools, 74.5 per cent taught spelling by the use of lists compiled from workbooks, textbooks, or from composition errors and by their presentation to the entire class. There was some overlapping of this group list procedure with an attempt to individualize the correction of spelling errors. Of the teachers reporting, 39.3 per cent made an effort to teach spelling on an individual basis by which each student studied his own corrected list of errors. Many teachers indicated their preference for the latter method but regretted that lack of time prevented their using it. Only one school reported offering a special spelling class in the curriculum.¹⁵ The general tone of the remarks was that the results of the present methods of teaching spelling have been disappointing.

¹⁴Wichita East High School.

¹⁵Alta Vista High School.

Another generally negative criticism of the profession is that poor usage of grammar, lack of ability in composition, and poor spelling can be traced to the practice of relying too heavily upon objective testing procedures. A study of the testing methods in Kansas classrooms was included in this survey to investigate the foundations of such claims. Replies revealed that 65.4 per cent of the reporting schools did give objective tests more frequently than they gave tests of the essay type. Only 29.8 per cent of the schools gave tests of the essay type as a general practice, and only sixteen per cent made an attempt to use combinations of both types of tests simultaneously. In view of the difficulties mentioned in dealing with grammar, spelling, and composition, the negative criticism seems to be justified. The trend indicated that too much emphasis has been given to the use of objective tests.

According to the replies compiled from the current survey, 58.8 per cent of the schools use the lecture method seldom; 31.7 per cent, several times a week; 6.9 per cent, daily. In view of the fact that the reports indicated that pupil-centered procedure was not a general practice, the proportion of class time devoted to lecturing was probably greater than the teachers themselves realized. In connection with lecturing, 58.5 per cent of the teachers accompanied their presentations with prepared guides of some kind to aid the students in following the points of emphasis.

Considerable emphasis has been placed on the importance of audio-visual aids in the general education field. The present

study investigated the extent to which the following aids were used in the teaching of English: slides and film strips, tape or wire recorders, colored pictures, posters, motion pictures, musical records, oral recordings, charts, and maps.

Forty-three of the reporting schools did not report using any audio-visual aids. Of the two hundred seventy-five which reported the use of them, 17.8 per cent used only one medium; 26.9 per cent used two; 17 per cent used three; 16.7 per cent used four; 7.6 per cent used five; 7.6 per cent used six; 2.5 per cent used seven; 1.5 per cent used eight.

The most frequently used medium was the motion picture; 62.3 per cent of the reporting schools listed this type of audio-visual aid. Posters were listed by 49.7 per cent; charts and maps were reported by 37.7 per cent; colored pictures were used by 29.9 per cent; tape or wire recording was used by 25.2 per cent; musical recordings were used by 21.4 per cent; oral recordings were used by 18.9 per cent; and the slide or film strip was used by 18.2 per cent.

The private school group was the only one which showed unanimity in the use of some type of audio-visual material. Reference to professional attitudes in another portion of the survey revealed that of the forty-three instructors reporting no use of audio-visual materials, only ten of them reported without qualification that they considered the teaching of English the most stimulating of careers. Eight others found it satisfactory but uninspiring; one felt that he was "stuck with English;"

ten considered it a temporary gainful occupation; nine made no comment on attitudes toward the profession and indicated no intention of studying further. Failure to use audio-visual materials may be an indication of lack of professional interest. The general profile of professional growth seemed negative in some instances as indicated by the teacher's reading of only two books during a school term, by writing nothing of a professional nature, and by having fewer than the average number of college hours in the field.

The final subject of study among the organizational procedures was the content of the senior English course. Some form of instruction in the fields of English, journalism, or speech during the senior year was reported by 56.3 per cent of the schools. Journalism was included in the course offered to seniors by 73.3 per cent of the schools reporting senior English courses in their curricula. Of this same group, 54.4 per cent included grammar; 46.7 per cent included English literature; 41.4 per cent included dramatics; 14.8 per cent included debate; 12.4 per cent included speech. One hundred forty-two schools reported teaching journalism as part of the additional fourth year's course in English; of these, thirty-eight offered journalism as a separate course, and one hundred four taught it in combination with literature, grammar, debate, dramatics, or speech. Training in journalism would seem desirable in the pre-professional program for teachers who might apply for these positions. The fact that only forty-nine schools offered grammar and literature in

any combination for seniors suggested that the content of the senior English course might well be reconsidered; many students would find a final review of language usage helpful in preparing for college entrance examinations, in preparing for vocational training, and in finding employment. The present state-adopted textbooks are so planned that a course in English literature is not offered until the senior year. With such a small number of schools including literature in the fourth year of high school, many pupils who plan to attend college may regret having had little or no acquaintance with this field of literature.

In summarizing the findings which concern organizational practices, it is concluded that the importance of planning needs emphasis, that principal and secondary aims need to be established for each activity of the course, and that there is need for revision in the classroom procedures investigated in this survey.

Oral English as the most used phase of the high school program needs more classroom emphasis, the establishment of year long programs rather than periodic stress for competitive events, and a more adequate type of pre-professional training for prospective teachers.

Increased frequency and greater variety of pupil-centered activities should be encouraged, and beginning teachers should be given more training in the organization of socialized procedures in order to eliminate the disciplinary problems arising from faulty practices.

The correlation of literature and language activities would be an improvement over present methods, and attempts should be made to provide instructional materials for such type of teaching. The outstanding failure in the teaching of grammar has been neglecting to record errors and to demand steady progress. In the related phases of composition, the weakness has been lack of variety, weak motivation, and inadequate over-all planning to insure progressively developing skill in writing. The teaching of literature has been handicapped by unfamiliarity with objectives and by the lack of study guides for the immature reader of the secondary school level.

There is need for greater perspective in dealing with the teaching of spelling as well as for a more systematic approach to the problem of remedial spelling; greater individualization of remedial work would be an improvement.

Objective testing procedures have been too widely used; in the best interests of the practical application of principles to practice, the increased use of tests of the essay type would be advisable.

There is a probability that the lecture method of presentation is too widely used at the expense of pupil-centered activities; but, since it is often the best means of offering certain types of material, the desirability of providing lecture guides should be stressed.

The variety and frequency with which audio-visual materials are used should be increased.

In preparing prospective teachers for the teaching of senior classes in the field, journalism should be included in the program of study in order to meet the current demands for the course. It would seem wise to reconsider the content of the senior English course with a possible equalizing of the proportion of language usage and literature taught in relation to the journalistic projects undertaken.

PROFESSIONAL GROWTH

A conviction, that, although the professional life of the teacher of English begins with his training for his work it gains value and perspective from his postgraduate progress, prompted the inclusion of the final topic in the present study. Since the aim of the study has been to obtain information which would lead to recommendations promoting better training for future teachers of English in the state, the examination of evidence indicative of specific factors of professional growth needing emphasis in the training period seemed appropriate and necessary. Factors which might increase the probabilities of the beginning teacher's success and progress in his profession should receive stress before the teacher enters upon his career.

The nine factors considered in the investigation of the professional growth of teachers now active in the field were the following: attitude toward the profession, attitude toward continuing study, reading of professional literature, reading of a general nature not restricted to career interests, number of

college hours in the field of English, number of college hours earned during the previous year, original writing, marital status, and salary.

The degree of professional morale to be found in the teacher's own attitude toward his work was felt to be an important factor on the basis that one who is doing excellent work derives considerable personal satisfaction from it and can be expected to show enthusiasm for his career. The reasons for such enthusiasm should offer guidance for inexperienced teachers who hope to realize a similar sense of fulfillment in their teaching. Fifty-nine per cent of the teachers answering the questions relating to professional attitudes in the questionnaire indicated that they found the teaching of English the most stimulating of careers. An additional fifteen per cent considered it satisfactory but uninspiring. Eight per cent considered it a transitional step to another career, and eleven per cent considered it a temporary gainful occupation. The private school division had the highest percentage (85.7 per cent) of teachers who were enthusiastic about their work. Since this school classification ranked lowest in the salary scale, income could not be an important factor in this instance; a third of those teachers were members of religious orders and felt a real sense of dedication to their work.

The comparisons of school groups in Figs. 3, 4, 5, 6, 7, and 8 were prepared in an effort to see if the advantages of urban location, better school facilities, or school size had

significance in the matter of attitude. In view of the findings in the private school division, the physical advantages seem to be of far less importance than a sense of dedication to the ideal of service in the field of education.

Teachers of the first-class cities' division in Fig. 4 ranked second in enthusiasm for their work with eighty-two per cent of these teachers reporting affirmatively to "D" on the questionnaire stating thus that they considered theirs the most stimulating of careers; "C" represents the percentage which found their work satisfactory but uninspiring; "B" represents those who considered the teaching of English only a transitional step to another career; and "A" represents those who considered it a temporary, gainful occupation. The salary range for this division was high, the school facilities could be expected to be more than adequate, and the social or cultural advantages of the urban location probably combined to foster a highly favorable attitude.

The second-class cities' division ranked third in morale with a small percentage in the "B" column (transitional step to another career) in Fig. 5.

The Class A schools of the third-class cities' divisions showed a drop in professional enthusiasm as shown in Fig. 6; since the salary range was slightly lower than that of second-class city schools but not significantly so, it is probable that inadequate school facilities and other physical matters were largely responsible. Class B schools are represented in Fig. 7;

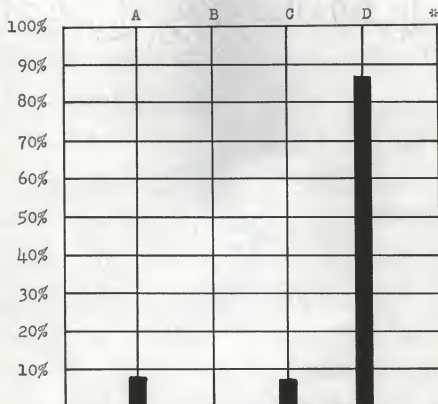


Fig. 3. Professional attitudes among English teachers in private schools of Kansas.

- * A: Temporary, gainful occupation.
 B: Transitional step to another career.
 C: Satisfactory but uninspiring.
 D: The most stimulating of careers.

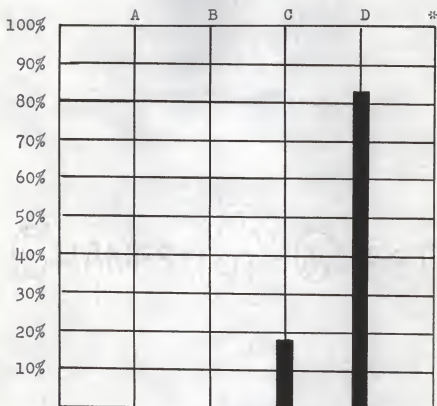


Fig. 4. Professional attitudes among English teachers in first-class cities of Kansas.

- * A: Temporary, gainful occupation.
 B: Transitional step to another career.
 C: Satisfactory but uninspiring.
 D: The most stimulating of careers.

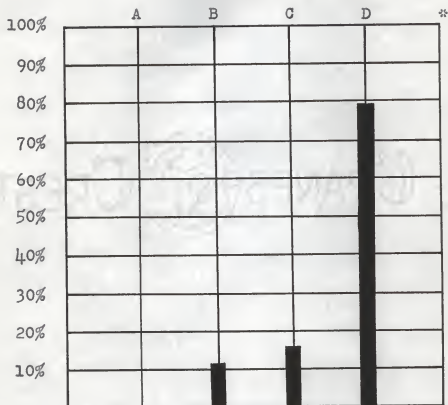


Fig. 5. Professional attitudes among English teachers in second-class cities of Kansas.

- * A: Temporary, gainful occupation.
 B: Transitional step to another career.
 C: Satisfactory but uninspiring.
 D: The most stimulating of careers.

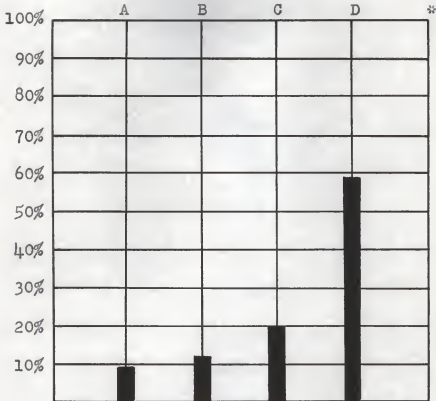


Fig. 6. Professional attitudes among English teachers in class A schools of third-class cities of Kansas.

- * A: Temporary, gainful occupation.
B: Transitional step to another career.
C: Satisfactory but uninspiring.
D: The most stimulating of careers.

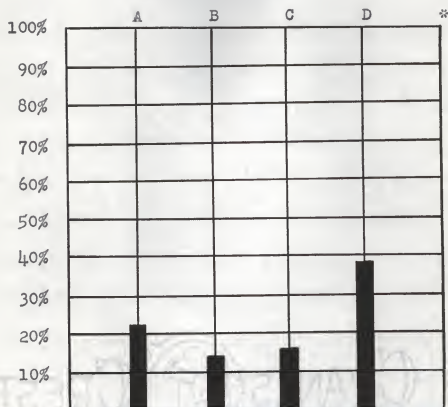


Fig. 7. Professional attitudes among English teachers in class B schools of third-class cities of Kansas.

- * A: Temporary, gainful occupation.
 B: Transitional step to another career.
 C: Satisfactory but uninspiring.
 D: The most stimulating of careers.

and Class C schools, in Fig. 8. A fuller understanding of the negative aspects of professional attitude throughout the third-class cities' division will be possible after the discussion of the other factors of the professional profile has been completed in the present chapter.

The opinion has often been expressed that since western parts of the state offer such unattractive environmental features this circumstance has had a negative influence on professional morale. Fig. 9 and Fig. 10 fail to show conclusively that this opinion has factual support. Fig. 9 shows by regional divisions the percentage of reporting schools which expressed unqualified enthusiasm for careers in the field. In Fig. 10, the smaller areas were combined as follows: northwest and southwest constitute the western section; north central and south central constitute the central section; and the northeast combines with the southeast to constitute the eastern section. While the western third of the state ranks slightly lower than the other two areas, it does not rank significantly lower. Any social or cultural advantages which may be lacking in the less heavily populated areas of the state do not seem to have much negative effect on professional morale. The regional averages in the salary comparison which appears in Fig. 11 do not show enough variation to prove that this income factor has had much effect on professional attitudes.

Interest in further study was the second element of professional growth to be studied. Attitudes toward continuing study

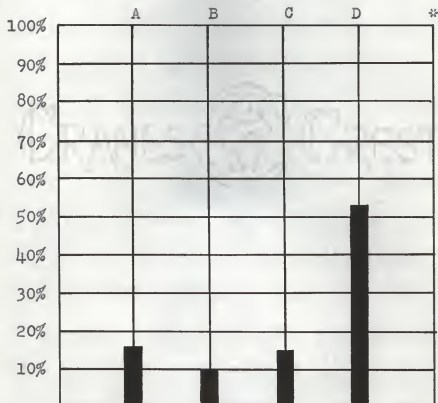


Fig. 8. Professional attitudes among English teachers in class C schools of third-class cities of Kansas.

- * A: Temporary, gainful occupation.
 B: Transitional step to another career.
 C: Satisfactory but uninspiring.
 D: The most stimulating of careers.

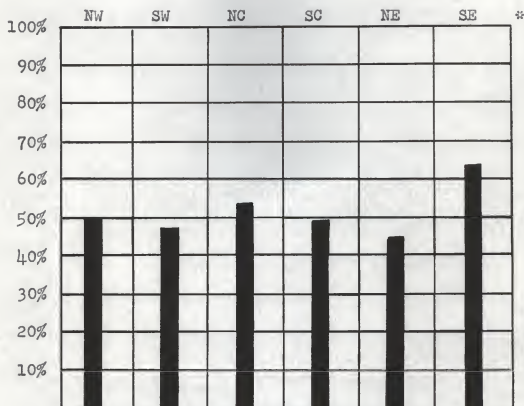


Fig. 9. Percentages of English teachers indicating unqualified professional enthusiasm in the six regional divisions of Kansas.

- * NW: Northwest.
 SW: Southwest.
 NC: North central.
 SC: South central.
 NE: Northeast.
 SE: Southeast.

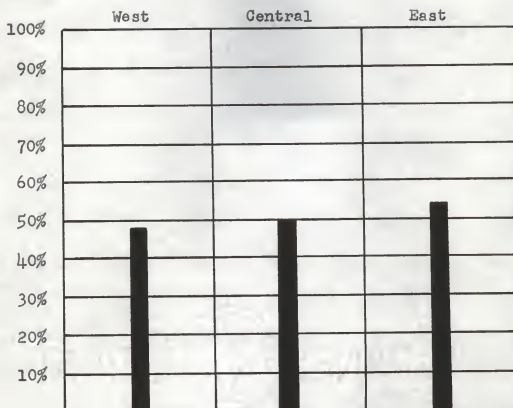


Fig. 10. Percentages of English teachers indicating unqualified professional enthusiasm in three regional divisions of Kansas.

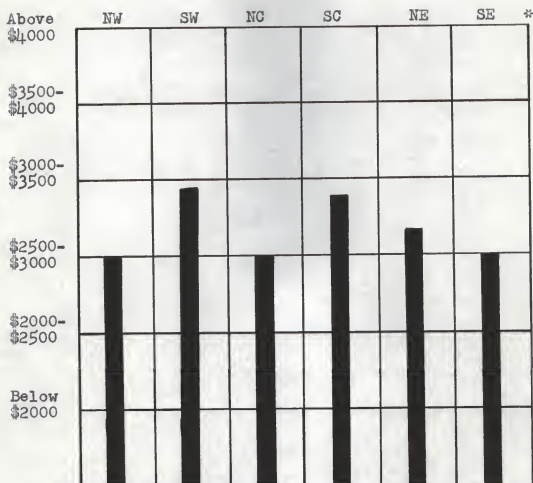


Fig. 11. Salary averages of English teachers in Kansas as shown by regional divisions.

- * NW: Northwest.
 SW: Southwest.
 NC: North central.
 SC: South central.
 NE: Northeast.
 SE: Southeast.

either through attendance of classes or through correspondence courses were most favorable in the Class A school group of the third-class cities' division. A comparison of salary ranges in Fig. 12 as averaged by school classification divisions, with the percentages of the same divisions expressing interest in continuing study in Fig. 13 indicated that the income range did not have a determining influence in the matter.

Many comments found in the questionnaire replies voiced the opinion that teachers read too little; the criticism seemed to be justified by the findings of this study. Fifty-four teachers did not report having read any book aside from the current textbooks during the year. Only fifty-seven teachers equalled or exceeded the statewide average of 19.2 books read during the period. An examination of the other factors of professional growth indicated by the group which exceeded the average in general reading revealed that these teachers in general were characterized by somewhat more positive profiles of progress than the average teacher. Seventy per cent of this group indicated enthusiasm for their careers; fifty-seven per cent of them had earned more than the average number of college hours in the field; sixty-three per cent were interested in voluntary post-graduate study; seventy-two per cent of them read professional literature; and twenty-four per cent did original writing of a professional nature. This factor of professional growth seemed to be an important part of a teacher's progress after the completion of undergraduate training and one which should be stressed

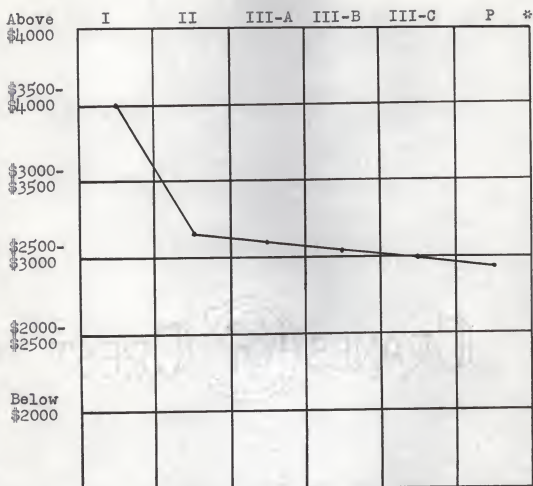


Fig. 12. Salary averages of English teachers in Kansas as shown by school classification divisions.

* I: First-class cities.

II: Second-class cities.

III-A: Class A schools in third-class cities.

III-B: Class B schools in third-class cities.

III-C: Class C schools in third-class cities.

P: Private schools.

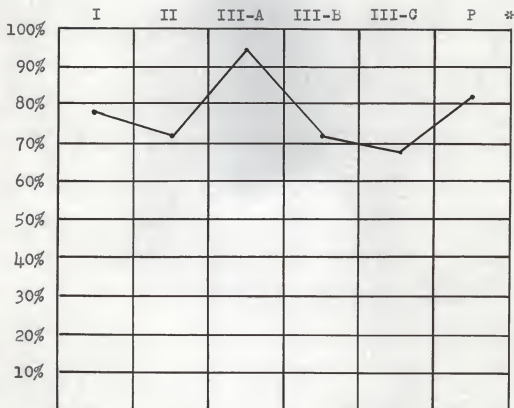


Fig. 13. Percentages of English teachers interested in continued study as grouped by school classification divisions.

- * I: First-class cities.
 II: Second-class cities.
 III-A: Class A schools in third-class cities.
 III-B: Class B schools in third-class cities.
 III-C: Class C schools in third-class cities.
 P: Private schools.

in the training program for prospective teachers.

One hundred two teachers had not read more than four books during the school year, and one hundred seventy-three had read fewer than ten books. Much of the reading which was done was restricted to professional literature. An interest in professional books on the subject of teaching in general or of the teaching of English in particular seemed to be closely related to the development of a favorable professional attitude. Fig. 14 presents this relationship in percentages of teachers in each of the school classification divisions. The continuous line represents the reading of professional literature, and the broken line represents enthusiastic attitudes toward the career.

The state-wide average number of college hours of preparation in the field of English was 38.1; one hundred sixteen teachers equalled or exceeded that number. As high as one hundred sixty hours were reported. The number of teachers volunteering the information that they held master's degrees was not found to be characteristic of any single school classification division. The only teacher commenting that he hoped to work toward his doctor's degree was from a Class A school in a third-class city. In comparing the factor of professional attitude with that of college hours in the field in Figs. 15 and 16, one found that with one exception in the Class C school of the third-class cities' division, the representative curves showed marked similarity. The higher number of college hours of preparation in the field seemed to be an important element in promoting an

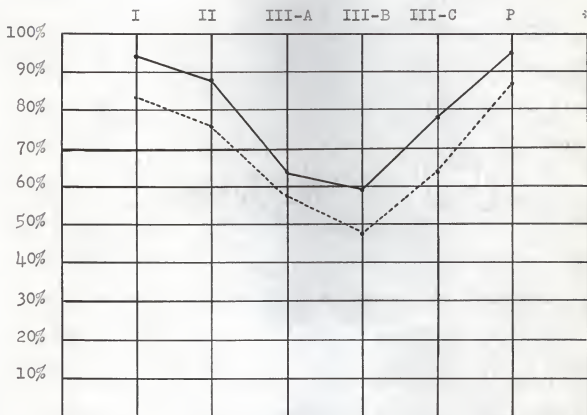


Fig. 14. Relationship of professional reading (continuous line) and professional enthusiasm (broken line).

- * I: First-class cities.
- II: Second-class cities.
- III-A: Class A schools in third-class cities.
- III-B: Class B schools in third-class cities.
- III-C: Class C schools in third-class cities.
- P: Private schools.

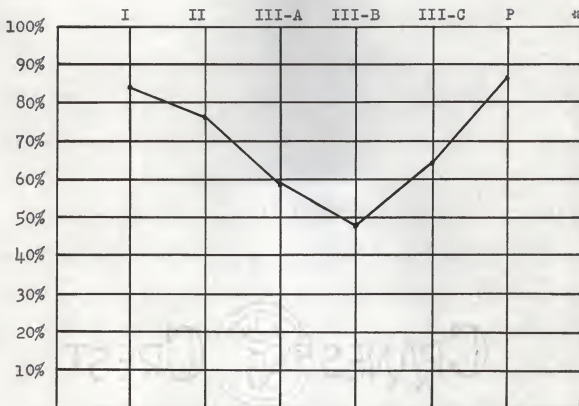


Fig. 15. Comparison of school classification divisions showing percentages of English teachers indicating the highest degree of professional morale.

- * I: First-class cities.
- II: Second-class cities.
- III-A: Class A schools in third-class cities.
- III-B: Class B schools in third-class cities.
- III-C: Class C schools in third-class cities.
- P: Private schools.

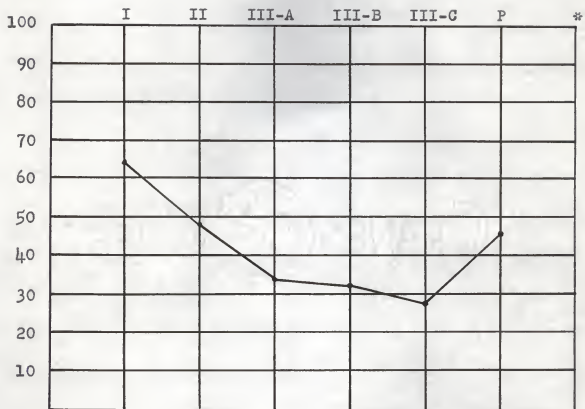


Fig. 16. Average number of college hours in English reported by teachers in each school classification division.

- * I: First-class cities.
 II: Second-class cities.
 III-A: Class A schools in third-class cities.
 III-B: Class B schools in third-class cities.
 III-C: Class C schools in third-class cities.
 P: Private schools.

enthusiastic attitude toward the career in the other school classification divisions.

A study of the frequency with which teachers had reported taking college work during the previous twelve-month period revealed that this factor of recent study correlated with high professional morale and did not seem to be related to income. Teachers from first-class and second-class cities reported the highest average number of college hours in the field and the smallest percentages of teachers who had taken recent work. Teachers with fewer than the state average number of college hours had apparently been assuming the initiative in effecting an increase in the development of that factor. An examination of the representation of past preparation in Fig. 16 with the recent study comparisons of Fig. 17 will confirm this statement.

Because original writing is of value in the personal development of members of the teaching profession and because the sharing of educational experiences with his colleagues is a part of the teacher's full professional duty, this factor was included in the survey. The information requested in the questionnaire concerned only writing of a professional nature, but many comments were made about the writing of poetry and short stories so that the summarizing tabulation included all reported instances of original writing of any type. Original writing was the most neglected phase of professional growth revealed in the present study; only 10.7 per cent of the reporting teachers indicated

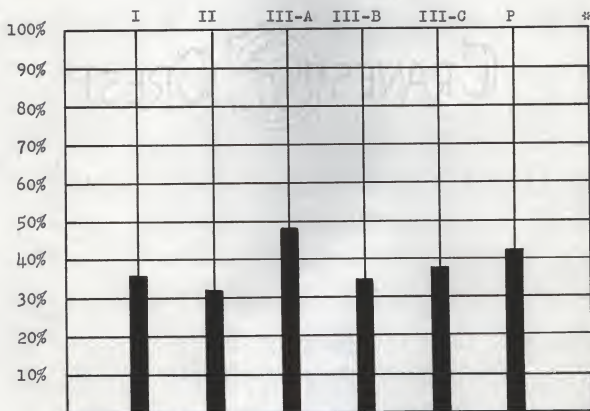


Fig. 17. Percentages of English teachers reporting recent study as shown by school classification divisions.

- * I: First-class cities.
 II: Second-class cities.
 III-A: Class A schools in third-class cities.
 III-B: Class B schools in third-class cities.
 III-C: Class C schools in third-class cities.
 P: Private schools.

having written such material during the year.

In compiling the statistical material concerning marital status, it was learned that fifty per cent of the reporting teachers were unmarried; twenty-five per cent of them were married with families; twenty-two per cent of them were married but had no children; and three per cent were divorced. Most of the married teachers were employed in third-class city schools. This fact may have been the result of lower costs of living in the villages and small towns.

The relationship of marital status to high professional morale was investigated in an effort to learn if parenthood gave an advantage of perspective in dealing with young pupils as reflected in greater enthusiasm for the teaching career and if the increased stability in the teachers' personal lives resulting from marriage contributed to higher morale in their work. Neither parenthood nor marriage proved to affect professional morale significantly.

Upon comparing the classifications of teachers according to marital status, one could observe that a lower percentage of married teachers were planning voluntary postgraduate study than that of the other marital status classifications. This fact may have been dependent upon the increased expenses and responsibilities connected with maintaining homes and supporting families.

The matter of salary was the final subject of study in the investigation of the subject of professional growth. First-class cities ranked highest in the salary scale with a sharp

drop in the second-class cities and a steadily declining curve in the smaller cities and private school divisions. Geographic divisions showed little difference in the salary range. Although the western third of the state was slightly lower in average salary calculation, this fact may well have been due more to the fact that the majority of schools in that area are located in third-class cities than that the location itself was a negative factor. As to the relationship of salary and marital status, the unmarried and the divorced teacher groups in the state-wide averages were found in the \$2500 to \$3000 range, with the childless married teachers slightly above the \$3000 range, and the married teachers with families in the highest wage bracket between \$3000 and \$3500. The extent of preparation in the field seemed to have almost no effect on the income of individual teachers. There were a few instances among teachers in schools of first-class cities which showed that higher qualifications resulted in increased income, but this trend was not general. Most of the teachers with college hours of preparation ranging from fifty to over a hundred were in the average income bracket of \$2500 to \$3000. The interest shown in advanced study is a remarkable tribute to the high professional tone of the teachers in general, in view of the fact that little or no financial encouragement has been offered and in consideration of the probability that such study must result in considerable personal sacrifice.

In relating these findings to the pre-professional training program, one finds that the following recommendations are desir-

able and would be likely to result in a higher percentage of teachers who were enthusiastic and progressive in their careers: increasing the required number of college hours in the field, establishment of some form of required continuance of study, encouragement of increased reading both in professional and general subjects, and encouragement of original writing. Additional work on the part of professional groups is needed to adjust the income factor toward a better correlation with professional growth.

CONCLUSION

Investigation of the extent and adequacy of teacher training programs for teachers of English in the secondary schools of Kansas revealed that fifty-one per cent of the reporting teachers had taken no college course dealing with the instructional techniques peculiar to their careers, that only seventeen per cent of them considered such teaching of English courses as they had taken adequate preparation for their work, and that fifty-four per cent of the teachers felt that their training had stressed background and generalities at the expense of practical guidance for the classroom experience. Ninety-six per cent of the replies favored the establishment of a required course in the teaching of English to deal with problems of classroom management, of guiding individual study, and of directing school activities aside from the regular schedule; with techniques of motivation; and with teaching techniques in reading, literature,

composition, spelling, and socialized procedure.

The suggestions offered by experienced teachers in the field concerned raising professional standards, vocational testing, details of the teaching of English course, recommendations regarding practice teaching experience, essential courses in the training program, and professional growth.

A study of findings concerning organizational practices led to the conclusion that the importance of planning needed emphasis, that principal and secondary aims needed to be established for each activity of the teaching schedule, and that there was need for revisions in the classroom procedures investigated in the present study. The recommended revisions are as follows: more emphasis of year-long programs in oral English, increased frequency and greater variety of pupil-centered activities, correlation of literature and language activities, recording of grammatical errors as an aid to progressive mastery, over-all planning to insure progressively developing writing skills, clarified objectives and the use of study guides in teaching literature, greater individualization of remedial spelling, increased use of the essay type of test in preference to the objective test, the use of lecture guides with the lecturing procedure, and increased use of audio-visual materials.

In the investigation of professional growth factors, one found that professional morale was high but that there was need for increasing the required numbers of hours in the field, for establishing a plan of continuing study, for encouragement of

increased reading and writing activities among the teachers in the interests of professional progress, and for the adjustment of the income factor toward a closer correlation with such progress.

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APPENDIX

A SURVEY OF TRENDS IN ENGLISH EDUCATION IN HIGH SCHOOLS

These questions are being sent to you in an attempt to discover the current trends in English education in the Kansas high schools and to determine which features of the training program for teachers of English in the secondary schools are most in need of revision. Your replies and suggestions are being solicited in the hope that your valuable, professional experience may thus contribute significantly to the improvement of English education.

TRENDS IN ORGANIZATIONAL PRACTICES

	<u>Yes</u>	<u>No</u>
1. Do you teach oral English in a combination with written composition?	_____	_____
2. Do you teach grammar by the application of rules to the working of exercises?	_____	_____
3. Do you teach grammar indirectly through composition?	_____	_____
4. Do you record each pupil's errors on a mistake card of some kind for future reference?	_____	_____
5. Do you require a term paper with footnotes and bibliography?	_____	_____
6. Do you teach grammar and literature in alternate six-weeks' periods?	_____	_____
7. Do you teach grammar and literature in alternate semesters?	_____	_____
8. Do you teach grammar and literature simultaneously as a closely correlated course?	_____	_____
9. If instructional materials were available to make possible the use of the simultaneous approach mentioned above, do you believe it would be an improvement over present methods?	_____	_____
10. Do you use workbooks with your study of literature?	_____	_____
11. Do you use grammar workbooks?	_____	_____

Yes No

12. Please underline the class level at which you use workbooks with the study of literature.

Freshman Sophomore Junior Senior

13. Please underline the class level at which you use workbooks with the study of grammar.

Freshman Sophomore Junior Senior

14. Do you require notebooks?
If you do require notebooks, please underline the contents included:
Assignments, Class Notes, Vocabulary,
Spelling, Manuscripts

(Fill in any others which you require.)

15. Do you teach oral English as informal usage in connection with etiquette?

16. Do you teach oral English through the assignment of talks?

17. Do you teach oral English as a separate unit of the course in high school English?

18. Please add any further comments on your methods of presenting oral English which you consider of value in the determination of trends in this field.

19. Do you introduce creative writing in your classes?

20. If so, please underline the class levels at which this writing is done.

Freshman Sophomore Junior Senior

21. Do you have your classes write short stories?

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 22. Do you have your classes write essays? | _____ | _____ |
| 23. Do you have your classes write poetry? | _____ | _____ |
| 24. Do you have your classes write one-act plays? | _____ | _____ |
| 25. Please add any further comments you may have on the subject of creative writing in your classroom.

_____ | | |
| 26. Please underline the class levels on which you give English instruction.
Freshman Sophomore Junior Senior | | |
| 27. Underline the types of instruction which are included in your senior course in English.
English literature Journalism Dramatics
Grammar Review Debate | | |
| 28. Please list any other type of instruction which you include in the English course for seniors if it is not among the suggestions with number 27.

_____ | | |
| 29. Do you teach spelling by the use of spelling lists which the entire class writes from dictation? <div style="float: right; text-align: center;"> _____
 _____ </div> | | |
| 30. Do you teach spelling by the use of individual groups of words taken from mistake cards? (Each student studies only his own corrected list of spelling errors compiled from his writing.) <div style="float: right; text-align: center;"> _____
 _____ </div> | | |
| 31. Please make any other comment on your method of presenting the study of spelling.

_____ | | |

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 32. Do you, as a general practice, give objective tests more frequently than you give essay type tests? | _____ | _____ |
| 33. Do you, as a general practice, give essay tests? | _____ | _____ |
| 34. What socialized procedures do you use in your classes? (Please underline your choices.) | | |
| Parliamentary Procedure Forums | | |
| Panel Discussions Informal Debate | | |
| Committee Reports on Outside Reading | | |
| Student Teaching Group Drill | | |
| Informal Discussion | | |
| Others: _____ | | |
| | | |
| 35. Please indicate the frequency with which you make use of socialized (pupil-centered) procedure in your classes by underlining your choice: | | |
| Daily Seldom Several times a week | | |
| 36. Please add any further comment on the socialized procedures in your classes. | | |
| | | |
| 37. How frequently do you use the lecture method in your classes? (Please underline your choice.) | | |
| Daily Seldom Several times a week | | |
| 38. Do you accompany lectures with prepared guides or blackboard outlines as an aid for the students in following the points of emphasis? | _____ | _____ |
| 39. Have you prepared a syllabus for each course taught this year? | _____ | _____ |
| 40. How many hours a day do you teach? _____ | | |
| 41. Please underline the audio-visual aids you use. | | |
| Slide Projector Motion Pictures | | |
| Posters Tape Recorder | | |

Yes No

Recordings of Correlated Music
 NCTE Records of Oral Presentations
 Charts

Others: _____

TEACHER TRAINING

42. Did your preparation for the teaching of English include a college course dealing with the teaching techniques peculiar to the teaching of English? _____
43. If so, did you consider the course adequate preparation for your teaching career? _____
44. Did you feel that the training for teaching which you received stressed background and generalities at the expense of practical guidance for the classroom experience? _____
45. Do you feel that a course in the teaching of English should be required as a part of the training program for teachers of English? _____
46. Please check the techniques which are listed below to indicate your recommendations as to their status in the teacher training program for teachers of English in the secondary schools.

Important Desirable Negligible

- | | | | |
|---|-------|-------|-------|
| A. Technique of lesson planning | _____ | _____ | _____ |
| B. Technique of assignment making | _____ | _____ | _____ |
| C. Technique of guiding individual study | _____ | _____ | _____ |
| D. Technique of teaching remedial reading | _____ | _____ | _____ |
| E. Technique of lecturing | _____ | _____ | _____ |
| F. Technique of socialized procedure | _____ | _____ | _____ |

- | | <u>Important</u> | <u>Desirable</u> | <u>Negligible</u> |
|-----------------------------------|------------------|------------------|-------------------|
| G. Technique of teaching spelling | _____ | _____ | _____ |
| H. Technique of questioning | _____ | _____ | _____ |
| I. Technique of classroom drill | _____ | _____ | _____ |
47. Additional comment on training for teachers of English:
- _____
- _____

RECOMMENDATIONS IN REGARD TO PROFESSIONAL GROWTH

49. Please indicate your professional attitude toward your position as a teacher of English. (Underline your choice.)
- A. Temporary gainful occupation
 - B. Transitional step to another career
 - C. Satisfactory but uninspiring
 - D. The most stimulating of careers
 - E. Other comment: _____
- _____
50. Please indicate your attitude toward postgraduate study by underlining your choice.
- A. I anticipate voluntary attendance of advanced classes.
 - B. I shall enroll in advanced studies when it becomes necessary to tenure security or to increase in salary.
 - C. I take some advanced work by correspondence each year.
 - D. Other comment: _____
- _____
51. Have you read any professional books on the subject of teaching in general or of the teaching of English during this school term? Yes _____ No _____
52. Approximately how many books do you read during a school term? (Aside from your current textbooks)
- _____

53. How many college hours do you have in the field of English? _____

54. How many college hours have you earned during the last twelve months? _____

55. Have you written anything of a professional nature during the past year? _____

56. Further Comment: _____

57. Please check marital status by underlining.
Single Divorced Married (Without Children)
 Married (With Children)

58. Please indicate the salary division which includes your gross annual income by underlining the figures.

Below \$2000	\$2000 to \$2500	\$2500 to \$3000
\$3000 to \$3500	\$3500 to \$4000	Above \$4000

Name of school _____

Location of school _____

Classification of school A, B, C

RECOMMENDATIONS REGARDING THE TRAINING
OF ENGLISH TEACHERS FOR SECONDARY SCHOOLS

by

WINNIFRED J. PEDERSON

B.M. Bethany College, 1940

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of English

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1954

PURPOSE

The promotion of better training for future teachers of English in the state of Kansas was the objective of the present study of the extent and adequacy of past training programs, of trends in organizational practices in the profession, and of evidences of professional growth; upon the basis of the information thus obtained, recommendations have been made for the revision of training procedures which might increase the probability of successful and progressive careers in the field.

METHOD

The recommendations have been based upon replies compiled from questionnaires which were sent to all secondary schools of first-class cities, of second-class cities, and of private educational institutions; and from questionnaires which were sent to eighty-eight per cent of the secondary schools in third-class cities of Kansas. Fifty per cent of the schools receiving the questionnaire contributed the requested information.

FINDINGS

Of the reporting teachers, fifty-one per cent had taken no college course dealing with instructional techniques peculiar to the teaching of English; only seventeen per cent considered that such teaching of English courses as they had taken had prepared them adequately for their careers. Training which stressed generalities at the expense of practical guidance for the classroom

experience was reported by fifty-four per cent. Ninety-six per cent of the teachers favored the establishment of a required course in the teaching of English with special emphasis on practicability.

The principal areas of deficiency in training were practical classroom management; techniques of teaching grammar, usage, remedial and developmental reading, literature, composition, socialized procedure, spelling, and vocabulary; techniques of motivation; guidance of individual study; and direction of extra-curricular school activities.

The teachers advocated raising professional standards by requiring a higher level of scholastic achievement, by increasing the number of college hours required in the field of English, and by extending the training period to five years. Pre-professional tests were suggested to eliminate from the profession those whose personalities might be incompatible with success at the secondary school level and those who were incompetent in mastery of the subject matter of the field.

A study of organizational practices in the profession revealed the need for re-emphasis of the importance of planning, the need for definite objectives for each teaching activity, and the need for the following revisions in classroom procedures: the establishment of year-long programs in oral English, greater frequency and variety of pupil centered activities, simultaneous correlation of literature and language activities, consistent recording of errors and demand for progress in the mastery of

grammar, more guidance for immature readers in the study of literature, increased perspective and greater individualization of remedial work in spelling, increased use of essay-type tests, preparation of guides for lecture periods, and increased use of audio-visual materials.

In considering factors of professional growth, one found that a higher percentage of teachers who would be enthusiastic and progressive in their careers could be expected from the raising of professional training requirements, the establishment of some form of required continuance of study, the encouragement of increased reading in both professional and general subject matter, and the encouragement of original writing. Additional adjustment of the income factor toward a better correlation with professional growth is needed.