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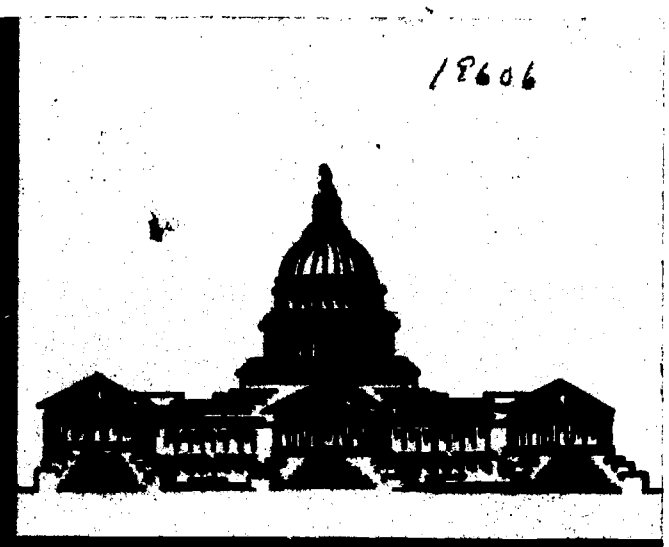
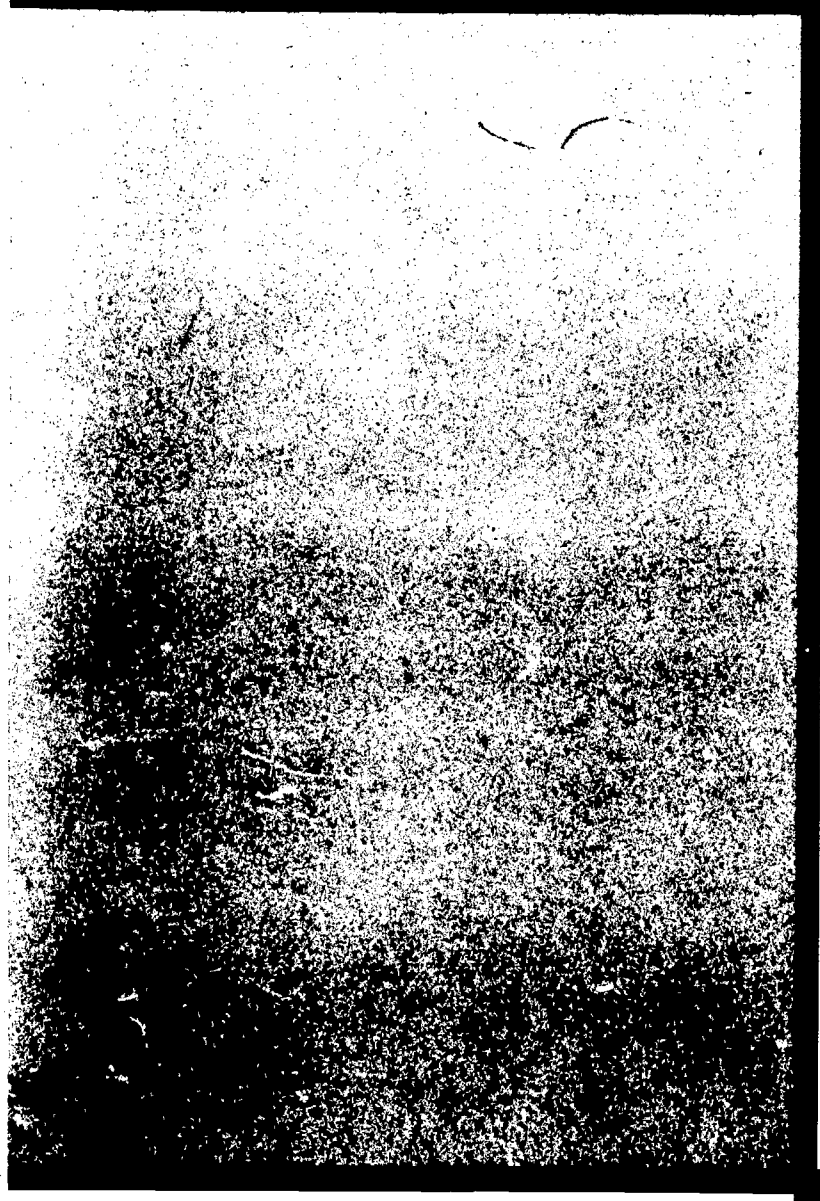
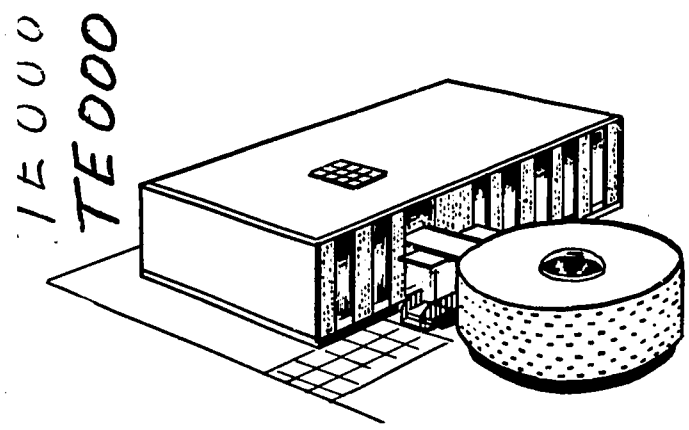
Results of a survey of the continuing education of 7,417 junior- and senior-high school English teachers and 3,030 elementary-school teachers are reported in this book. Specific areas examined are teaching conditions, preservice education, continuing education, degrees earned after certification, college courses requested by teachers, attendance at professional meetings, professional reading, and incentives to encourage continuing education. In addition, the current status of the supervision of English teaching is discussed; and recommendations are made for the improvement of teacher supervision, for the contents of professional libraries for English teachers, and for immediate action in improving inservice education. (JS)

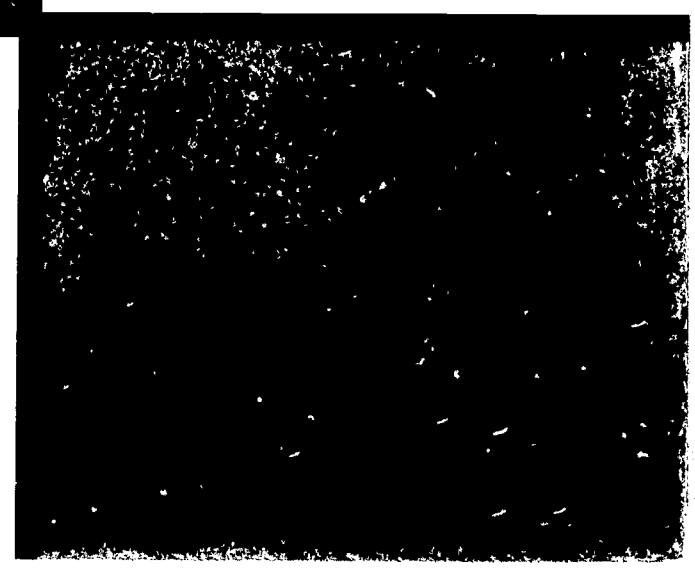
The National Interest and





THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH





THE NATIONAL INTEREST AND THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH

A Report on the State of the Profession

1964

Prepared by the Committee on National Interest

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INTRODUCTION

In 1961 the National Council of Teachers of English published *The National Interest and the Teaching of English*, a factual report on the quality of preservice teacher education programs in English, on the conditions under which English is taught in American schools, and on the state of research. A supplementary report entitled *The National Interest and the Teaching of English as a Second Language* surveyed current conditions in one particular aspect of English. The three years since publication of the first report have seen the development of several national efforts to improve the teaching of English, notably the development of Project English of the United States Office of Education and the successful summer institute program of the Commission on English of the College Entrance Examination Board. Under present authority from Congress, Project English must concern itself with research and curriculum development in English, and the CEEB Commission, having successfully demonstrated the impact which institutes for teachers may have on English programs, hopefully awaits national and state leadership to establish institutes in English on a scale comparable with those in foreign languages, mathematics, and the sciences.

The Committee on National Interest recommends a thorough reappraisal by school boards and school administrators of their responsibilities toward the continuing education of teachers in English and immediate action in the critical areas as recommended in the final chapter of this monograph. It also recommends that national leaders consider ways of providing support for inservice education. The importance of local, state, and national institutes and workshops for elementary and secondary teachers could not be more clearly demonstrated than in the current report, which presents an analysis of the opportunities for continuing education now available to teachers. Inadequate preparation and unwise assignment which characterize much instruction in English today make inservice education of teachers even more important than it might otherwise be. This report makes clear that thousands of teachers of English will work to improve their preparation if leaders in schools and colleges provide incentives and opportunities. The report also considers the limited consultant and supervisory assistance available to elementary and secondary teachers in English. Committee members strongly believe that, in addition to documenting the need for a continuing program of institutes, the findings of this report point to a shocking neglect of the inservice needs of English teachers by state and local school systems.

Committee on National Interest

The M... Contin... ...n

An Overview

PART I

- The Challenge
- Inadequacies in Preservice Preparation
- Inadequate Inservice Education
- Inadequate Supervision
- Importance of Institutes in English

PART I

An Overview

THE CHALLENGE

One of the reasons why we have prospered as a free nation is that we early recognized that the quality of our national life and the continuance of our democracy depend upon a well-educated citizenry. Here we have had to exercise the greatest caution, the greatest ingenuity—for education can be degraded into indoctrination, into propaganda, and so enslave rather than liberate. Here, in education, we still face an abiding challenge, one that has grown in complexity just as our nation has grown. . . .

Today a preponderance of federal funds expended on higher education goes to support scientific and technological training. The nation must of course be concerned with its technological growth, with the health and safety of its people. In technology, our nation can afford to be second to none. Obviously we must seek to improve the quality of our mathematical and scientific education. Disease strikes us all, constantly reminding us of the need for biological and medical education and research.

But there is another flank to our educational well-being. This is the humanities, and it is here that I wish to turn our attention. As a nation, we should not be faced by a problem of supporting science *or* the humanities. We must face the problem of supporting and stimulating *both*. And the time for this effort is now. . . .

With all our improvement in the teaching of modern foreign languages, however, there is still one modern language in critical need of increased, active, and vigorous support. And that language is English, our native tongue. What is the extent of our failure to improve the teaching of English? Where does the responsibility lie? Where shall we look for answers? . . .

Through their organizations, the English scholars and teachers have already discharged part of their responsibility to the public. We do have the facts. But the battle for public opinion has only been joined, not won. . . .

Scholars have not done their whole duty when they write or talk to one another. The world of decision lies outside, in the opinions of the people of the nation. When the advice of the scholar is heard and seconded by the teacher, the principal, the superintendent, the school board, the president, the dean, the board of trustees—when it is heard and seconded by his students of yesterday who are the leaders of opinion today—then there are no barriers in our society that cannot be raised, no roads that cannot be opened.[1]

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[1]Francis Keppel, "Who Is to Speak for English?" *PMLA*, LXXIX (May 1964), in press. Reprinted by permission of the Modern Language Association.

Inadequately prepared to teach English in their preservice teacher education programs, elementary teachers and secondary teachers of English find few opportunities to acquire necessary knowledge and skill on the job. Appropriate college courses, workshops and institutes in English, and specialized supervisory and consultant help are not widely available. A study of the assistance available to 3,030 elementary teachers and 7,417 secondary teachers from large and small schools in all sections of the country indicates clearly that the nation's schools and colleges are not providing sufficient opportunities for education to improve the quality of preparation of today's teachers of English.

INADEQUACIES IN PRESERVICE PREPARATION

Over 40 percent of the nation's elementary teachers began full-time teaching without a baccalaureate degree. The most frequent instance of having begun teaching with less than a bachelor's degree occurs among those who teach in the upper grades. Only 15.5 percent of the teachers with zero to two years' experience have begun teaching with less than a bachelor's, but 71.7 percent of those with sixteen or more years' experience began without the baccalaureate. At least one-fourth of those elementary teachers who began without a bachelor's degree have not yet reached this minimal level of academic preparation. Nationally, only 31.6 percent of them earned a baccalaureate after beginning full-time teaching.

At the time of the survey, virtually all secondary teachers of English had earned at least a baccalaureate degree. However, more than one in every ten (11.8 percent) began full-time teaching without this degree. Of the elementary teachers surveyed, more than 40 percent began full-time teaching without a baccalaureate degree. Furthermore, only 31.6 percent of the elementary teachers reported earning a bachelor's degree after beginning teaching; and included in this figure are a number of teachers who satisfied requirements for a second baccalaureate degree. Approximately one elementary teacher out of every ten now in service has not reached this minimum level of preparation.

According to official records of the United States Office of Education, 24 percent of the total instructional time in kindergarten through grade 12 is spent on some form of instruction in English and the language arts, more than in any other subject area. In the elementary schools, where even greater stress is placed on teaching basic language skills central to virtually all learning, the percentage totals as much as 40 to 50 percent.

Yet the average elementary teacher in this survey has devoted less than 8 percent of his college work to English, despite the fact than in 1960 the average college reportedly required that 10 percent of the total program for elementary teachers be spent on English or English methods. Fewer

than 20 percent of all elementary teachers completed a college major in English or related subjects. Only 9.9 percent report majoring in English specifically. In contrast, 54 percent of elementary teachers report a major in education.

Almost half (49.5 percent) of all secondary teachers who conduct English classes lack majors in the subject. One-third of them (32.8 percent) lack even a college major in a field related to English, such as speech or journalism. These figures for 1963 show little improvement over the figures in a 1961 report which revealed that, depending on the state, only 40 to 60 percent of the high school teachers of English had completed college majors in English.

Besides preparation, or lack of it, in degrees and in undergraduate majors, what preparation do these elementary and secondary teachers have in specialized courses in English and the language arts? In 1961 fewer than one-fifth of the colleges left time for prospective elementary teachers to elect courses in literature they would need in their teaching. Only 5.3 percent of the colleges required of elementary education students a course on the English language. More than three-fifths did not require work in grammar and usage. But now, across the country, the typical elementary teacher has completed 15.8 semester credits of work since certification. Yet of these credits, 8.6 have been in education, 2.1 in college English (literature, language, and composition), 0.8 in subjects related to English, and 4.3 in other academic areas. Over twice as many full-time elementary teachers have taken an education course during the past two years as have taken an English course.

On the average, the typical elementary teacher in this survey has taught for approximately nine years, but it has been six years since his last English course. Regardless of level of teaching assignment or years of experience, the combined total of semester credits he has completed in children's literature, in the teaching of reading, and in curriculum and methods in the language arts equals only half the total credits he has completed in education courses that include none of these areas. For all groups, education outstrips English by a ratio that ranges from 2 to 1 to 4 to 1.

Of the secondary teachers responding to the survey, two-thirds do not feel confident of their preparation in composition, and almost half are insecure in literature and language as well. In 1961, almost 50 percent of the colleges did not require future high school teachers to complete as much as eighteen semester hours in literature; only 41 percent required them to complete a course in advanced composition; only one-fourth required a course in the history of the English language; and 17.4 percent, a course in Modern English grammar.

Today, only half (51.9 percent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third

(36.6 percent), to teach composition; slightly more than half (53.5 percent), to teach the English language. Fewer than one-third (32.7 percent) feel well prepared to teach oral skills, and only one tenth, to teach reading at the secondary level. Nevertheless, among the more experienced teachers, as many as 32.3 percent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language.

INADEQUATE INSERVICE EDUCATION

How much inservice education have teachers of English and the language arts been able to secure? The majority of the youngest elementary teachers—those with zero to two years of experience—have taken no summer work. Those with six to ten years have attended one summer session. Those with sixteen or more years' experience have averaged two summer sessions. Elementary teachers on the average take one summer session for each eight years of experience.

Thirty percent of the secondary teachers of English in this survey have not taken a course in English for more than ten years. Though 53.3 percent frequently complete course work at a college or university during summers, only 27.6 percent regularly do and 17.0 percent rarely do. The average teacher of secondary English has completed 15.48 semester credits during some nine years of teaching experience, an average of about 1.72 semester hours per year. This average could be maintained if every English teacher attended summer session only once in every four or five years.

Financial need has prevented nearly 23 percent (22.7) of the English teachers from undertaking further course work. An estimated 800 English teachers nationally receive financial assistance for graduate study each year from a limited number of local, state, and independent sources, whereas during 1962 alone, 51,393 teachers in other subjects received grants from the federal government.

Figures will show the interest of elementary and secondary teachers in inservice institutes. For example, 89.9 percent of secondary teachers express interest in studying intermediate or advanced composition, even though the average teacher in nine years' time has completed less than half a semester hour (0.4) of work in it. Courses in intermediate or advanced composition must not be currently available to teachers. Likewise, 89.4 percent of the teachers are interested in studying practical methods of teaching English. In 1960 only 51.5 percent of the colleges required prospective teachers to complete a methods course. The average teacher has completed only three semester hours in the preservice specialized course and an additional 0.74 credits during his nine years of teaching. Clearly he feels the need for further work.

In rating high the value of a specialized methods course, the teachers implied their lack of familiarity with contemporary findings in the psychology of learning and in new developments in language learning. Experimentation with the modern methods of organizing instruction, through introduction of such administrative arrangements as team teaching, programed instruction, and organization of classes into special groups, would be more in evidence if teachers were thoroughly informed about them. But experimentation with innovations in English instruction seems slight despite the publicity given to the schools which are trying them. Less than 15 percent of the teachers report any of their colleagues experimenting with programed learning, team teaching, interschool visitation, teaching machines, large group instruction, or the use of lay readers. Demonstration teaching and ungraded classes are reported by only 5 and 3 percent of the teachers respectively. Advanced placement courses show up in 27 percent of the responses. Only 40 to 45 percent of the responses give evidence of classes in remedial reading, English classes for gifted students, and English classes for slow students. While 79.2 percent of elementary teachers responding teach in schools with reading groups, such groups are hardly a new development. Yet of twelve possible variations on conventional instruction, grouping for reading is the only one that is underway in over 50 percent of the elementary schools.

INADEQUATE SUPERVISION AND INSTRUCTIONAL LEADERSHIP

Supervisory and instructional leadership in English is unequal to that in other academic fields. In 1963, fifteen states provided for state supervisors in English. Current conditions closely parallel those which existed in science, mathematics, and foreign languages in September, 1958, prior to the passage of the National Defense Education Act. The impact of federal support for subject supervision in these fields has been dramatically illustrated by the increase in state supervisors in science, during 1958 to 1962, from eleven to seventy-nine; in mathematics, from nine to seventy; in foreign languages, from eight to fifty-five; and in combined science-mathematics, from five to seventeen.

Nor do teachers find enough help for their teaching in their own school systems. Twelve percent of elementary teachers say they never have an opportunity to meet with other teachers for formal consultation; 20 percent say they never meet with a general supervisor or curriculum director; 28 percent say they never receive help from a school or district librarian; 42 percent do not have a supervisor trained in the language arts; and 54 percent never have access to a college specialist in teaching English. Nationally, in round percentages, the following secondary teachers *never* have help from the following sources: 11 percent from meetings with other teachers;

20 percent from a school or district librarian; 53 percent from a supervisor trained in English; 56 percent from a college specialist in English; and 64 percent from a college specialist in English education.

Inservice college courses can assist teachers, and some English and language arts teachers at present do avail themselves of college courses, as this study shows. English majors have completed an average of 20.25 semester hours since certification, and English minors, 12.82 hours. Teachers who are above the national median for total hours of course work completed consider themselves well prepared in the areas of their study; a logical conclusion suggests that such course work has contributed to their feeling of competence. But teachers now do not receive much stimulus from their local school districts. Nationally, among secondary teachers, 29.9 percent report that their schools never arrange university extension courses locally; 58.6 percent never receive sabbatical leave; 72.0 percent never receive funds to underwrite tuition costs; 76.3 percent never receive released time during the school year for courses or institutes; and 78.2 percent never receive from their school districts a stipend for summer study.

Schools apparently place some reliance on local institute and workshop programs as an instrument of inservice education. Yet most of those institutes and conferences are devoted to general educational problems. Over two-thirds of both elementary and secondary teachers of English report that less than 50 percent of the time in such institutes is given to the teaching of English. Only 21.4 percent of the teachers of English have an opportunity to attend a district sponsored workshop or institute devoted largely or entirely to English.

For most elementary teachers and for those secondary teachers who have never completed a specialized course in methods of teaching English, some broad survey of teaching methods in English would seem appropriate. For others, specialized study in selected aspects of methods in English would be more appropriate. Teachers participating in the Council survey indicated that they would enroll in appropriate courses or programs were such offerings available.

Elementary teachers indicated their degree of interest in six specific areas. The overwhelming choice nationally was reading, which 79.1 percent reported of great interest and value. Children's literature was so characterized by 60.5 percent; language, 49.6 percent; speech and oral English, 45.3 percent; writing, 43.3 percent; literature (not including literature for children), 35.3 percent.

Six courses highest in interest and value to secondary English teachers were these: practical methods of teaching English, 67.7 percent; intermediate or advanced composition, 61.6 percent; literature for adolescents, 57.1 percent; teaching of reading, 56.0 percent; literary criticism, 49.3 percent; and structural or generative grammar, 46.6 percent.

Since the lack of widespread trial of innovations in instructional methods is further evidence of the lag between professional theory and practice, institutes could afford to devote some time to the discussion and demonstration of new techniques as they apply to the English and language arts classroom. Separate funds could assist school districts to establish their own experimental programs for trial and adoption.

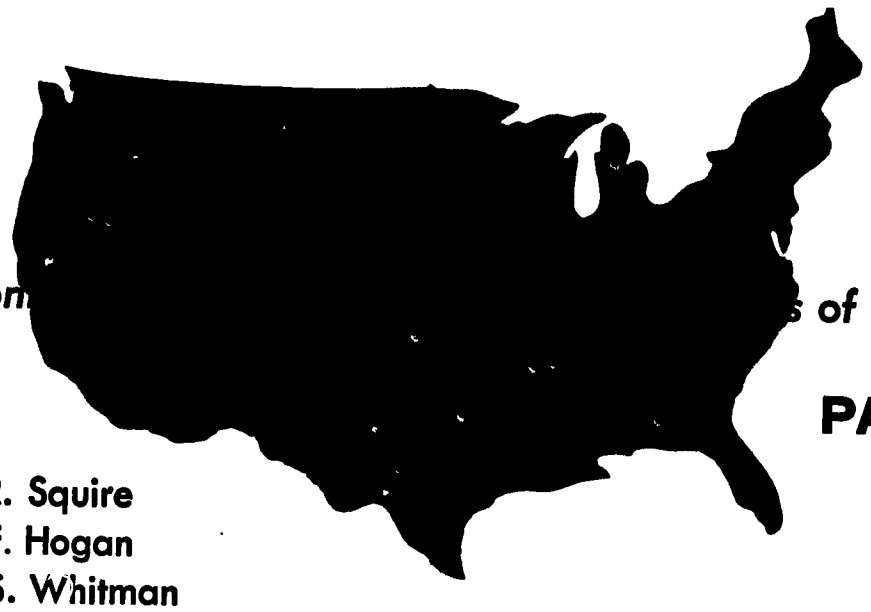
IMPORTANCE OF INSTITUTES IN ENGLISH

Not only are teachers willing to enroll in appropriate institutes if such offerings are available, but if financial incentives were offered sufficient to release teachers from the obligation of seeking part-time, evening, or summer employment, many would continue their education in English. Among all English and language arts teachers responding nationally, 76 percent said they were interested in taking a summer or inservice course if financial assistance were available. State and local agencies need to be encouraged to develop and support inservice programs for teachers, but federal support for an institute program seems to be indispensable at this point to make financial assistance possible for English teachers.

In testimony before the House Committee on Education and Labor in February, 1963, Francis Keppel, United States Commissioner of Education, reported that during the first four years of foreign language institute programs under the National Defense Education Act, 10,321 teachers received instruction in 218 language institutes, and that during 1962 alone, the National Science Foundation supported 911 institutes for some 40,800 science and mathematics teachers, 90 percent of them from the elementary and secondary school. Yet of the 7,417 secondary teachers of English responding to the Council survey, only 9.5 percent during 1962 received grants or fellowships of any kind. Of this 9.5 percent, 3.7 percent came from miscellaneous grants, 1.9 percent from a university fellowship or scholarship, 1.5 percent from the Commission on English of the College Entrance Examination Board, 1.2 percent from a locally sponsored grant, 0.9 from a state, and 0.3 from the John Hay Fellows program.

Only an annual program on a nationwide scale that will continue to spread and to involve elementary as well as secondary teachers is likely to result in substantial improvement in the preparation of the nation's 900,000 teachers of English. A program of this magnitude seems to be possible only with federal assistance.

The Co[illegible] of English



PART II

James R. Squire
Robert F. Hogan
Robert S. Whitman

- Scope of the Survey
- Conditions under Which English Is Taught
- Preservice Education of Teachers of English
- Course Work at Colleges and Universities
- Degrees Completed after Certification
- Courses in Which Teachers Express Interest
- Conferences, Workshops, Professional Meetings
- Professional Reading and Professional Association
- Incentives to Encourage Continuing Education
- Concluding Comments

THE NATIONAL INTEREST AND THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH

PART II

The Continuing Education of Secondary Teachers of English

SCOPE OF THE SURVEY

To survey the continuing education of teachers of English in the nation's junior and senior high schools, questionnaires were sent in January, 1963, to the principals of 10,000 junior and senior high schools selected at random from a list of 26,000 schools. Each principal was asked to present questionnaires to three representative teachers of English—neither the most nor the least experienced—each of whom was largely responsible for teaching at a different grade level. Within six weeks, responses were received from 7,417 teachers, about 25 percent of the possible total. This indirect method of solicitation of questionnaires probably yielded responses skewed somewhat in favor of teachers well prepared in English, i.e., those whom principals are inclined to ask to respond to a questionnaire. The inclusion of a high percentage of departmental chairmen among the respondents seems to substantiate this observation. Thus, however serious may seem the situation described by the survey, the report probably depicts conditions in English as more favorable than they actually are.

Conditions look better than they are

The information sought by the questionnaire included these items:

Position, teaching load, teaching conditions, and teaching experience of the respondents.

Preparation of teachers in major and minor fields.

Courses completed since beginning teaching.

Extent of teachers' interest in professional organizations, professional magazines, and professional meetings.

Opportunities for workshops and institutes available in school districts.

Opportunities for institutes and inservice courses offered by colleges during evenings, summers, and school years.

Courses in English in which teachers are most and least interested.

Incentives offered by school districts to encourage continuing education.

Consultant help available to teachers.

Assessment by teachers of their own competence in various areas of English.

Resources which teachers find especially helpful in teaching.

New developments in teaching English being used in the schools.

Description of Responding Group

The data reported by the 7,417 teachers indicate that the sampling is broadly representative of teachers of English in the public junior and senior high schools of America. Some 5,870 reported themselves to be classroom teachers; 1,064 were departmental chairmen; 245 classified themselves as teacher-counselors; an additional 238 assigned themselves to the miscellaneous classification provided for such positions as teacher-librarian, teaching audiovisual specialist, or teaching principal in a small school. Responses came from 1,180 teachers in small schools under 250 in total enrollment and from 1,951 teachers in large schools with enrollments exceeding 1,000.

TABLE 1

Grade Levels in Which Respondents Teach

Grade Level	Number Mentioning Each Grade	Percent
Seventh grade	1,356	9.4
Eighth grade	1,727	11.9
Ninth grade	2,875	19.9
Tenth grade	2,649	18.3
Eleventh grade	2,821	19.5
Twelfth grade	2,719	18.9
Ungraded or special classes (advanced placement, reading, etc.)	295	2.1
	14,442	100.0

TABLE 2

Type of School in Which Respondents Teach

Pattern of Organization	Number Responding	Percent Responding
Four-year high	3,121	42.9
Three-year high	994	13.7
Six-year high	886	12.2
Three-year junior high	1,663	22.9
Two-year intermediate	232	3.2
Other form of organization	374	5.1
	7,270	100.0

TABLE 3

Present Enrollment of Schools in Which Respondents Teach

Size of School	Number Responding	Percent Responding
1-250 pupils	1,180	16.6
251-500 pupils	1,596	22.5
501-1,000 pupils	2,356	33.3
1,001-2,000 pupils	1,590	22.5
Over 2,000 pupils	361	5.1
	7,083	100.0

As is indicated in Tables 1, 2, and 3, varying sizes of schools, forms of organization, and grade levels are represented in the total group. Most teachers reported assignments on at least two grade levels.

The respondents vary also in length of teaching experience. Although 632 teachers (8.6 percent) completed the questionnaire during their first year of teaching, some 1,958 (27.2 percent) reported sixteen or more years of experience. Some 1,227 teachers (17.1 percent) had taught for one to two years; 1,282 (17.7 percent) for three to five years; 1,266 (17.5 percent) for six to ten years; and 895 (12.4 percent) reported eleven to fifteen years of experience. More than 43 percent of the department heads reported teaching for sixteen or more years; over 75 percent of these chairmen had taught more than five years. An average of all figures, based on median years reported in each category and the estimate that those with more than sixteen years of experience averaged twenty years of teaching experience, suggests that the average teacher responding to this question had had slightly over *nine* years of teaching experience. This figure may be compared with one recent finding of an average of 13.4 years and a median of 11.0 years' experience for all teachers in American schools.[1]

To obtain some indication of the geographical distribution of the responses, 2,372 questionnaires returned during a three-week period were classified into seven geographical regions.[2] In this sampling, 7.4 percent of

[1] "The American Teacher," *NEA Research Bulletin*, XLI:1 (February, 1963), 24.

[2] For the purpose of the geographical sampling, the following regional classification used by the National Education Association was adopted:

New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Middle Atlantic: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, West Virginia.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.

Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin.

Southwest: Arizona, New Mexico, Texas, Oklahoma.

Northwest: Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming.

Far West: Alaska, California, Hawaii, Nevada, Oregon, Washington.

the responses came from New England states; 22.6 percent from Middle Atlantic states; 16.1 percent from the Southeast; 28.5 percent from the Midwest; 7.7 percent from the Southwest; 8.8 percent from the Northwest; and 8.9 percent from the Far West. An analysis of data for each region with respect to size and organization of the schools revealed no important ways in which the data on respondents in various geographical areas differ from the national medians, except for the larger percentage of schools over 2,000 in the Far West (19.9 percent of responses compared with national returns of 5.1 percent), and a large percentage of schools with enrollments under 250 pupils in the Northeast (31.4 percent of responses compared with national median of 16.6 percent).

CONDITIONS UNDER WHICH ENGLISH IS TAUGHT

Key Findings

45 percent of the secondary English teachers teach five or more English classes daily.

45.1 percent teach one or more classes in a subject other than English.

25.7 percent of all secondary teachers of English regularly meet more than 150 students daily, with 2.5 percent of all teachers regularly meeting more than 200 students.

Only 19.4 percent of secondary teachers of English meet 100 or fewer students daily.

The analysis of data obtained from the national survey and the regional sampling presents an interesting portrait of the conditions under which English is taught in the public secondary schools of America. The teaching loads reported in this survey parallel closely the median loads for teachers of English reported by surveys conducted in individual states. Tables 4, 5, and 6 present data concerning the number of English classes and non-English classes which teachers meet daily, as well as the total number of class periods.

According to these data, the modal number of assigned class periods in the school day is six periods nationally. This does not include the period for lunch. In small schools with enrollments under 250 students, seven periods is more normal. However, considerable variation occurs throughout the nation. A majority of English teachers are assigned five English classes. Thus, one class period is available for correcting papers, preparing lessons, and for

Six periods are assigned

TABLE 4

Number of English Classes Met Daily (percent of total group responding)

Category of Teachers	Number Responding	Number of Classes						
		One	Two	Three	Four	Five	Six	More Than Six
All teachers nationally	7,269	3.9	10.2	15.4	25.5	38.7	6.1	0.2
Departmental chairmen	1,064	2.3	7.3	15.4	31.1	38.4	5.4	0.1
Teachers in small schools (under 250 enrollment)	1,180	9.2	17.7	22.9	28.9	16.4	4.4	0.6
Teachers in large schools (over 2,000 enrollment)	1,951	1.7	5.1	10.7	25.0	52.8	4.6	0.1
New England teachers	176	5.7	12.6	12.6	32.8	32.8	4.0	0.0
Middle Atlantic teachers	536	3.6	8.9	12.1	24.4	42.2	8.3	0.4
Southeast teachers	383	4.0	6.6	13.9	23.2	47.5	4.8	0.0
Midwest teachers	676	4.7	10.2	17.5	26.1	35.9	5.3	0.3
Southwest teachers	183	2.1	8.9	14.6	19.8	48.4	6.2	0.0
Northwest teachers	207	4.5	13.0	18.5	23.5	32.5	8.0	0.0
Far West teachers	211	5.7	10.0	12.4	21.1	44.5	6.2	0.0

TABLE 5

Number of Non-English Classes Met Daily (percent of total group responding)

Category of Teachers	Number Responding	Number of Classes						
		None	One	Two	Three	Four	Five	Six
All teachers nationally	7,269	54.9	18.5	12.7	7.9	3.8	1.3	0.8
Departmental chairmen	1,064	65.6	18.0	8.5	4.6	2.2	0.6	0.4
Teachers in small schools (under 250 enrollment)	1,180	48.1	26.4	1.8	14.0	5.9	2.5	1.3
Teachers in large schools (over 2,000 enrollment)	1,951	75.7	12.9	6.7	3.7	0.5	0.4	0.0
New England teachers	176	56.3	14.2	15.9	6.8	3.4	2.3	1.1
Middle Atlantic teachers	536	65.1	14.6	7.3	6.3	4.3	1.5	0.9
Southeast teachers	383	62.7	16.9	9.1	6.3	2.9	1.3	0.8
Midwest teachers	676	51.8	17.6	16.1	8.3	4.1	1.8	0.3
Southwest teachers	183	55.7	16.9	13.1	9.3	3.3	0.6	1.1
Northwest teachers	207	44.4	26.1	15.0	8.2	4.8	1.0	0.5
Far West teachers	211	59.2	16.1	9.1	5.2	6.6	1.4	2.4

conferring with students, except in those schools in which teachers are assigned study halls or hall supervision during this period, a practice which is unfortunately far too common. Although nationally a slight majority of teachers is not assigned any classes in other subjects, as many as 45.1 percent of all teachers report being assigned at least one class in a subject other than English. These assignments to teach classes other than English are reported by a majority of teachers in small schools (under 250 enrollment). Departmental chairmen appear to be assigned a slightly smaller number of classes than are regular teachers of English. Their additional

TABLE 6
Number of Class Periods in the School Day
(percent of total group responding)

Category of Teachers	Number Responding	Number of Class Periods					
		Four	Five	Six	Seven	Eight	More Than Eight
All teachers nationally	7,269	0.9	4.4	45.3	33.8	12.9	2.7
Departmental chairmen	1,064	0.9	3.9	45.4	34.5	12.7	2.7
Teachers in small schools (under 250 enrollment)	1,180	1.4	3.4	26.7	44.1	19.8	4.6
Teachers in large schools (over 2,000 enrollment)	1,951	0.5	5.9	53.6	27.4	10.0	2.3
New England teachers	176	1.2	3.5	37.1	50.1	7.1	1.1
Middle Atlantic teachers	536	2.1	25.0	45.0	21.0	2.7	4.2
Southeast teachers	383	0.3	6.9	79.8	10.6	2.1	0.3
Midwest teachers	676	1.3	4.2	37.3	34.8	15.8	6.6
Southwest teachers	183	1.0	4.7	64.9	26.7	2.1	0.5
Northwest teachers	207	0.5	4.0	48.5	37.4	8.1	1.5
Far West teachers	211	2.4	60.4	32.4	3.9	0.9	0.0

nonteaching time, perhaps the equivalent of one class period, is used in some schools for such administrative and supervisory responsibilities as visiting classes, conferring with new teachers, distributing books, and preparing curricular materials.

The modal number of pupils met daily by teachers of English ranges nationally from 126 to 150 students. This total does not include pupils assigned for homeroom or advising. Slightly more than 25 percent of the teachers in this survey report student loads in excess of 150; 6.2 percent meet more than 175 students daily; and 2.5 percent meet more than 200. Only 19.4 percent of the nation's English teachers meet 100 or fewer students daily, the number recommended by the National Council of Teachers of English, the Conant Report, and the Commission on English of the College Entrance Examination Board.[3] The modal number is slightly lower than the median of 150 students reported in surveys three and four years ago.[4] Quite possibly this slight decrease in teacher-pupil ratio reflects attempts by administrators and boards of education to reduce the number of students assigned to each teacher of English.

Larger the school, larger the classes

Teachers in small schools meet far fewer pupils daily in English classes than do teachers in large schools. Only about 25 percent of the teachers in schools with fewer than 250 students report meeting as many as 125 students in English daily, whereas more than 60 percent of the teachers in large schools face at least this number. The slightly smaller number of pupils reported taught by departmental chairmen may reflect, like the slightly lower

[3]Committee on National Interest, *The National Interest and the Teaching of English* (Champaign, Ill.: National Council of Teachers of English, 1961), p. 96.
[4]*Ibid.*, p. 95.

number of classes which they report, the attempts being made in some schools to free chairmen for supervisory responsibilities. Some regional variations in teacher-pupil ratio are also suggested by data in Table 7 although the similarity of pupil loads for the regions is more pronounced than the differences.

TABLE 7

Total Number of Pupils Assigned to Classes Excluding Homeroom or Advisory (percent of total group responding)

Category of Teachers	Number Responding	Number of Pupils					
		Under 100	100-125	126-150	151-175	176-200	More Than 200
All teachers nationally	7,256	19.4	24.2	30.5	17.0	6.2	2.5
Departmental chairmen	1,064	24.2	28.3	28.3	13.3	4.2	1.5
Teachers in small schools (under 250 enrollment)	1,180	48.8	26.4	14.5	6.0	3.1	1.1
Teachers in large schools	1,951	10.8	20.3	34.9	24.2	1.2	2.5
New England teachers	176	29.5	30.1	23.7	10.4	4.6	1.7
Middle Atlantic teachers	536	18.0	26.1	27.3	16.1	7.2	5.3
Southeast teachers	383	9.1	19.5	40.1	22.5	6.7	2.1
Midwest teachers	676	19.9	23.0	30.5	17.0	6.4	3.2
Southwest teachers	183	13.6	26.0	33.5	22.0	4.7	0.0
Northwest teachers	207	22.0	23.0	27.5	16.5	9.0	2.0
Far West teachers	211	17.4	21.0	29.5	22.7	6.3	2.4

Summary

The figures for the total group indicate that the typical respondent to this survey is a classroom teacher in a four-year high school with an enrollment ranging from 501 to 1,000; that in six periods each day he teaches five English classes, meets 125 to 150 pupils, and has been teaching slightly more than nine years. These figures tend to correspond to those reported in other surveys and further suggest that this group of teachers is a representative one.

PRESERVICE EDUCATION OF TEACHERS OF ENGLISH

Key Findings

Only 50.5 percent of the teachers of English in secondary schools earned college majors in the subject.

The largest percentage of teachers without majors in English is found in junior high schools and in small high schools.

90 percent of the teachers had completed the bachelor's degree and 6.9 percent had earned the master's degree before beginning to teach.

Two-thirds of all teachers do not consider themselves well prepared to teach composition and oral skills; 90 percent do not consider themselves well prepared to teach reading; almost 50 percent do not consider themselves well prepared to teach literature and language.

During recent years, the adequacy of the preservice preparation of beginning teachers of English has been critically surveyed. The quality of the college English major as preparation for teaching English in the secondary school has been questioned in the NCTE report entitled *The National Interest and the Teaching of English;* moreover, area and regional surveys of the preparation of teachers cited in that document suggest that from 40 to 60 percent of the nation's teachers of English lack majors in the subject.[5] A series of questions in the present survey dealt with the preservice preparation of secondary teachers of English.

Basic data concerning the undergraduate major are presented in Table 8. Some 50.5 percent of the 7,417 teachers in this study report undergraduate majors in English, and an additional 16.6 percent report a major which includes work in college departments which stress certain aspects of English, such as speech, journalism, or drama. These data suggest that results obtained in earlier surveys, which have seldom indicated that more than half of those assigned classes in English have majors, have presented an accurate estimate of the preparation (or lack of preparation) of teachers of English. In selecting teachers for participation in this survey, principals were asked to select "representative" English teachers. The fact that this "representative" group of 7,417 respondent teachers includes 1,064 departmental chairmen suggests that the principals tended to select reasonably well qualified teachers.

[5] *Ibid.*, p. 36.

TABLE 8
Undergraduate Majors Reported (percent of teachers responding)

Academic Area	Responding Group					
	All Teachers Nationally n=8,544	Teachers in Large Schools n=1,951	Teachers in Small Schools n=1,180	Departmental Chairmen n=1,064	Junior High Teachers n=4,300	NCTE Members n=2,713
English	50.5	57.7	41.5	55.2	47.1	56.7
Fields related to English	16.6	16.1	16.7	16.5	16.5	16.1
Language arts combination	3.1	2.8	4.0	3.3	3.2	3.3
Speech	3.7	3.5	3.8	3.2	3.6	3.3
Drama, theatre	1.3	1.9	1.1	1.3	1.0	1.5
Journalism	0.9	1.2	0.6	0.8	0.8	0.8
Area major incl. English	7.6	6.7	7.2	7.9	7.9	7.2
Fields unrelated to English	32.8	26.2	41.7	28.1	35.9	27.0
Education	9.0	7.8	10.5	8.2	9.9	8.6
Unrelated area major	3.6	2.2	5.5	2.2	4.1	2.4
Other subjects	20.2	16.2	25.7	17.7	21.9	16.0

Because of the probable high quality of the sampling, the discovery that almost half of the teachers lack undergraduate majors in English and that 32.8 percent lack even a major in a related field must be considered more serious than it first appears. For today's teacher of English, adequate preparation means completion of a college major, embracing studies in literature and reading, language, and composition.

Work taken in speech, drama, journalism, and other combinations of language arts courses is helpful in preparing teachers for certain responsibilities, but an undergraduate major in one of these fields is not sufficient to equip a person to teach English in the secondary school.[6] A greater proportion of English majors appear to teach in large schools (57.7 percent) than in the smaller schools (41.5 percent). In over half of the junior high schools, pupils are being taught English by teachers who do not have majors in the subject.

As Table 9 reveals, the greatest percentage of teachers with minors in English are teaching in the smaller schools and junior high schools. Some 22.6 percent of all teachers reported minors in English. The requirements for the minor vary considerably from state to state, and in some areas involve as little as the completion of one year's course in English beyond freshman composition. Because it provides neither depth nor breadth of study, the typical minor does not provide adequate preparation for any teaching assignment in English.[7]

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[6]In some institutions, an exception may be the major in language arts designed especially for future teachers and including at some colleges a balanced program of courses in composition, languages, literature, and speech.

[7]Committee on National Interest, *op. cit.*, p. 47. Sixteen states either do not specify a minimum number of hours or require twelve hours or less.

TABLE 9
Undergraduate Minors Reported (percent of teachers responding)

Academic Area	Responding Group				
	All Teachers Nationally n=8,925	Teachers in Large Schools n=1,951	Teachers in Small Schools n=1,180	Junior High Teachers n=4,300	NCTE Members n=2,713
English	22.6	18.9	27.4	24.2	18.3
Fields related to English	14.5	15.7	12.4	13.5	14.8
Language arts combination	5.1	5.3	5.6	5.3	5.1
Speech	6.5	6.9	5.9	5.6	6.8
Drama, theatre	1.7	1.9	1.2	1.5	1.9
Journalism	1.2	1.6	0.7	1.1	1.0
Fields unrelated to English	62.9	65.4	59.2	62.3	67.1
Education	15.2	16.4	14.3	15.6	16.1
Other subjects	47.7	49.0	44.9	46.7	51.0

Table 10 indicates regional differences in the percentage of majors and nonmajors assigned secondary classes in English. The highest percentage of majors (59.4 percent) occurs in New England, whereas as few as 43.1 percent of the classes in the Far West appear staffed by English majors (although more teachers with majors in related fields are assigned in this region).

TABLE 10
Distribution of Teaching Majors by Geographical Region

Geographical Region	Percent of Teachers with Majors		
	In English	In Related Field	In Completely Unrelated Field
New England	59.4	18.5	22.1
Middle Atlantic	54.9	17.3	27.8
Southeast	50.2	16.1	32.7
Midwest	48.2	16.6	35.2
Southwest	47.3	19.1	33.6
Northwest	48.7	15.5	34.8
Far West	43.1	21.4	35.5

The discovery that such a large percentage of teachers who lack the major in English are assigned secondary English classes raises serious questions about present practices in certification and assignment and may seem to support those, like James B. Conant, who urge that secondary teachers be certified only in a single subject area.[8] Whether the present supply of English majors can be increased substantially without a major effort at recruitment is problematical. In some schools administrators are

[8]James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1963), p. 167.

probably assigning the best qualified English teachers available. In other schools, however, the practice of assigning nonmajors to teach English is all too common, especially in many of the two-hour "block time" or "core" courses of the junior high school.

Inadequate preparation in small schools

Almost 90 percent of the national group of secondary teachers of English had completed the bachelor's degree when they began teaching and some 6.9 percent had completed the master's degree. Small schools, however, appear to be handicapped in attracting teachers as well prepared as teachers employed in larger schools. For example, 16.2 percent of the secondary teachers of English in small schools lacked bachelor's degrees when they began teaching. A detailed report of national and regional conditions is presented in Table 11.

TABLE 11
Level of Beginning Preparation of Secondary Teachers of English (percent of teachers responding)

Category of Teachers	Number Responding	Beginning Levels				
		Less Than a Bachelor's Degree	Bachelor's Degree	Bachelor's Plus 15-30 Hours	Master's Degree	Doctoral Degree
All teachers nationally	7,296	11.8	69.8	12.4	6.9	0.1
Teachers in small schools (under 250 enrollment)	1,180	16.2	68.2	11.1	4.6	0.0
Teachers in large schools (over 2,000 enrollment)	1,951	7.6	65.6	16.1	10.3	0.3
New England teachers	176	8.0	70.5	9.8	11.6	0.0
Middle Atlantic teachers	536	10.0	69.0	9.6	11.2	0.2
Southeast teachers	383	10.3	78.4	8.2	2.6	0.5
Midwest teachers	676	10.4	70.1	13.7	5.7	0.0
Southwest teachers	183	17.8	67.0	14.0	6.0	0.0
Northwest teachers	211	10.3	68.2	13.9	7.3	0.2
Far West teachers	207	3.3	41.9	43.3	11.0	0.5

Prominent among the regional characteristics is the high percentage of teachers in the Far West who report completing fifteen to thirty hours of work in all subjects beyond the bachelor's degree (43.3 percent as compared with a national average of 12.4 percent). The largest state in this group is California. Undoubtedly the requirement of five years of preparation for certification in California, as well as a similar one in Washington, accounts for this difference.

Four-fifths completed liberal arts programs

The survey provides additional evidence that more than two-thirds of teachers of English in today's secondary schools are prepared at large universities and at liberal arts colleges. As Table 12 indicates, 31.8 percent report completing their undergraduate work at universities and 35.9 percent at liberal arts colleges, percentages which are relatively the same for the various sections, except for a pronounced increase in the number reporting

TABLE 12
Type of Institution at Which Undergraduate Work Was Completed
(percent of teachers responding)

Category of Teachers	Number Responding	Percent of Teachers Reporting Institutions				
		University	Liberal Arts College	State College	Teachers College	Other
All teachers nationally	7,495	31.8	35.9	15.1	18.0	1.6
New England teachers	176	35.4	38.3	3.4	22.3	0.5
Middle Atlantic teachers	536	27.6	42.5	10.6	18.1	1.2
Southeast teachers	383	27.3	36.9	18.4	15.3	1.6
Midwest teachers	676	37.9	31.8	13.9	15.2	1.1
Southwest teachers	183	32.3	23.2	21.7	19.2	2.5
Northwest teachers	207	36.1	30.7	14.9	16.8	1.5
Far West teachers	211	45.3	22.2	23.6	7.1	1.8

university preparation in the Far West and smaller percentages of teachers prepared in liberal arts colleges in that region and in the Southwest. Only 18 percent of the present group report completing their undergraduate work at teachers colleges. As facts in *The National Interest and the Teaching of English* indicated, any major improvement in the beginning preparation of teachers of English must be based upon improvements in the programs for prospective teachers at universities and liberal arts colleges.[9]

One series of questions in the survey asked teachers to express opinions concerning their preparation in literature, composition, the study of the English language, oral skills, and the teaching of reading. In answering this question, teachers were not required to distinguish between preservice and continuing education. Consequently, the answers offer their assessment of their present preparation rather than judgment on preservice teacher education programs alone. The responses, presented in Table 13, indicate that,

TABLE 13
Teachers' Opinions of Their Preparation
in Selected Areas of English

Area of English	Opinion of Preparation						
	Well Prepared		Moderately Prepared		Poorly Prepared		Total
	Number	Percent	Number	Percent	Number	Percent	Percent
Literature	3,795	51.9	3,068	42.0	264	3.6	97.5
Composition	2,672	36.6	3,947	54.0	578	7.9	98.5
English language	3,912	53.5	2,914	39.9	291	3.9	97.3
Oral skills	2,389	32.7	3,799	52.0	880	12.0	96.7
Teaching reading	737	10.1	2,910	39.8	3,427	46.9	96.8

[9]Committee on National Interest, *op. cit.*, p. 64.

except in the field of reading, only a small percentage of teachers of English believe they are poorly prepared in any area. Quite possibly, of course, a teacher with little preparation may, out of ignorance, consider himself better prepared than a sensitive and mature person with greater preparation.

Disturbing, however, is the discovery that in only two of the five fields do even a simple majority of teachers consider themselves well prepared for the teaching which they have undertaken for an average of nine years (17.7 percent for sixteen years or longer).

Teachers clearly feel that they are less well prepared in composition than in literature or language, only 36.6 percent reporting that they are "well prepared" to teach the writing skills which several recent national reports have called the most important single responsibility of the teachers of English.[10] However, only 41 percent of English majors are currently required by their college English department heads to complete formal work in this area.[11] Somewhat surprising is the fact that 53.5 percent consider themselves well prepared in the English language, the number of institutions requiring the study of modern English grammar being only 17.4 percent and many college professors of English believing that the great mass of American teachers are uninformed about contemporary scholarship in this area.[12] Possibly teachers here are evaluating their preparation to do the job currently required in the schools as laid out in conventional school grammar books and may be unaware of the important new scholarship in language study whose influence is only now beginning to be felt in American classrooms.

Teachers feel inadequate in composition

The inadequacies expressed by teachers about their preparation in speech and reading deserve special comment. In some schools the responsibilities for such teaching are assigned to teachers with specialized preparation. Many college preparatory programs do not require course work in these areas. However, the report of the Commission on the English Curriculum of the National Council of Teachers of English expresses the opinion that all teachers of English should have basic preparation in the two fields.[13] The facts that only 32.7 percent of the nation's English teachers feel well prepared to teach whatever oral skills may be demanded by a school's program and that only 10.1 percent feel well prepared to teach reading are findings which need to be carefully considered by teacher

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[10]James B. Conant, *The American High School Today* (New York: McGraw-Hill Book Company, 1959), pp. 50-51; Helen Huus (ed.), *Education and the National Purpose* (Philadelphia: University of Pennsylvania Press, 1962), pp. 223-224.

[11]Committee on National Interest, *op. cit.*, .p 68.

[12]*Ibid.*, p. 68.

[13]Alfred H. Grommon (ed.), *The Education of Teachers of English for American Schools and Colleges* (New York: Appleton-Century-Crofts, 1963), pp. 284 and 385.

education institutions and those responsible for the inservice education of teachers.

A special analysis of attitudes toward preparation expressed by different categories of respondents indicates that teachers with the greatest experience (sixteen years or more) are far more satisfied than are first and second year teachers.

Only 47.9 percent of the first and second year teachers consider themselves well prepared in literature; 51.4 percent view their preparation in language favorably; 29.7 percent report they are well prepared in composition; only 23.5 percent in oral skills. In comparison, 62.1 percent of the teachers with sixteen years of experience consider themselves well prepared in literature; 48.2 percent look on their work in composition favorably; and 66.8 percent of the experienced teachers consider themselves well prepared in language. In oral skills, 39.1 percent rate themselves well prepared; in reading, only 15.6 percent. English majors tend to be far more confident of their preparation than are nonmajors, insofar as literature, composition, and language are concerned. This difference is particularly great in literature where 60.7 percent of the majors considered themselves well prepared as contrasted with 40.4 percent of the nonmajors. Few teachers in any category consider themselves well prepared in reading.

The study indicates clearly the complexities of the problem of providing continuing education for the estimated 90,000 teachers of secondary English in this country. To the extent that their own evaluation of preparation may be accepted as an adequate index of need, the data point to the overwhelming concern of such teachers with their lack of competence in teaching oral skills and reading, suggest that two-thirds of the secondary teachers do not feel confident of their preparation in composition, and reveal that almost half are insecure in literature and in language as well.

Two-thirds question preparation in composition, reading, oral skills

TABLE 14
Regularity with Which English Teachers Complete Course Work at a College or University (percent of teachers responding)

Availability of Courses	Number Responding	Frequency of Enrollment			
		Frequently	Regularly	Rarely	Never
During evenings	5,579	37.0	19.1	32.4	11.5
On weekends	4,155	18.7	10.6	44.9	25.7
On released time during school year	3,190	5.1	3.9	21.8	69.2
On sabbatical leave	3,342	3.7	3.2	27.7	65.3
On leave without pay	3,022	2.7	2.0	33.5	61.7
During summers	6,124	53.3	27.6	17.0	2.1

COURSE WORK AT COLLEGES AND UNIVERSITIES

Key Findings

43.9 percent of secondary teachers rarely or never take courses during the evening; 17.2 percent rarely or never take summer courses; 70.6 percent rarely or never take courses on weekends.

96 percent of secondary teachers of English never or rarely have an opportunity to take a sabbatical leave.

30.4 percent of secondary teachers of English have not taken a course in English for more than 10 years; 25.7 percent have not completed any college education courses.

Of major importance in the continuing education of teachers of English is the college-level course work completed on campuses or at university extension centers. The preservice programs of teachers of English, even those offered at the better teacher education institutions, only begin the education of teachers. Developments in scholarship are such that even the best qualified teachers must engage in frequent study if they are to remain abreast of their field. Courses available during summer session or throughout the year at colleges and universities can offer teachers important ways of maintaining familiarity with scholarship in their fields as well as opportunities for acquiring knowledge of aspects of English not previously studied. Such course work is of particular value to the thousands of teachers who have been inadequately prepared for teaching the English classes to which they have been wrongly assigned.

Secondary teachers prefer summer courses

The secondary teachers of English questioned in this survey were asked to estimate the regularity with which teachers of English in their school or system completed further work at a college or university. The results are summarized in Table 14. The results clearly indicate that secondary teachers of English are more inclined to complete course work at a university or college during a summer session than during a school year. Some 53.3 percent frequently complete such work during the summer, as compared with 37 percent who enroll during evenings and 18.7 percent who enroll on weekends. However, as many as 19.1 percent of the teachers rarely or never enroll for summer school work, 43.9 percent rarely or never take courses during evenings, and 70.6 percent of the respondents rarely

or never complete courses on weekends. The reasons for the lack of enrollment are probably many, but the greater frequency with which teachers report enrolling in summer classes rather than in those offered during the year reflects the heavy teaching loads of overburdened teachers. See Tables 4, 5, and 6.

CHART I

Percent of Teachers of English in Various Regions Rarely or Never Taking College Course Work

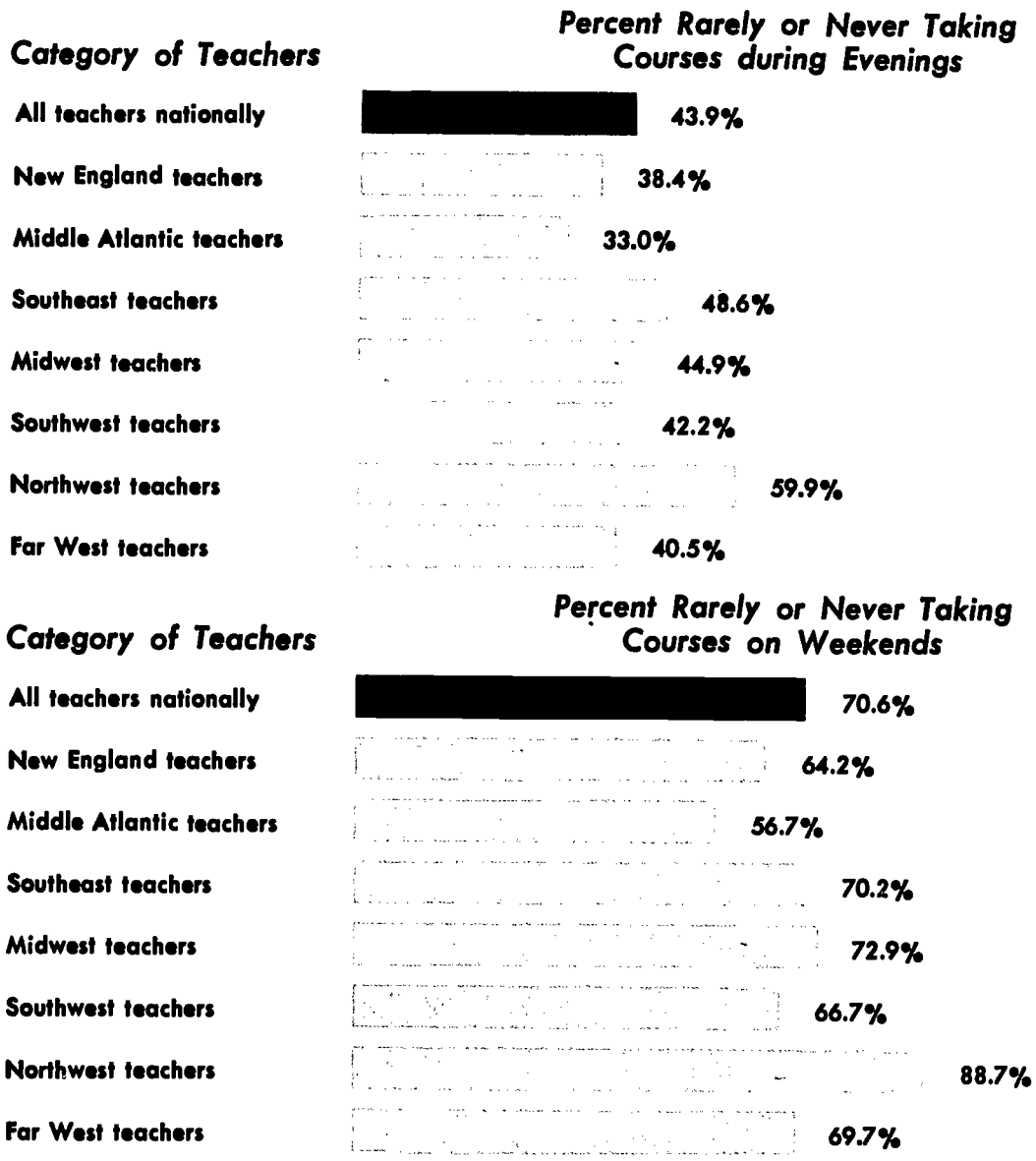

Chart I, which presents regional comparisons of the percentages of teachers who rarely or never take courses during evenings or weekends, indicates that geographical location may affect the availability of courses. In certain highly populated areas, such as the Middle Atlantic states, where course offerings may be available to teachers during the year, a much

smaller percentage of teachers report that they rarely or never take such course work than in the Northwest, where the distances between teaching community and college community are considerably greater. Thus when courses are made available during the year, more teachers seem to enroll. Colleges which are not now offering courses in English at times when teachers may enroll might well consider possible needs in their region.

TABLE 15

Regularity with Which Schools Offer Leaves for Study (percent of teachers responding)

Category of Teachers	Availability of Leaves to Teachers			
	Frequently	Regularly	Rarely	Never
All teachers nationally	3.7	3.2	27.7	65.3
New England teachers	0.0	3.9	32.5	63.6
Middle Atlantic teachers	4.3	5.5	42.7	47.4
Southeast teachers	6.0	3.3	25.1	65.6
Midwest teachers	3.5	2.2	28.3	66.0
Southwest teachers	4.0	1.3	25.3	69.3
Northwest teachers	5.9	3.5	29.4	61.2
Far West teachers	11.3	7.2	38.1	43.3

The data presented in Table 15 indicate clearly that few secondary teachers are able to complete course work during the school year, whether on released time, sabbatical leave, or on leave without pay. In each of the three categories, more than 90 percent of the teachers report that they rarely or never have such opportunities. The finding that most school districts are unable to release teachers for such work during the academic year is not a surprising one. More disturbing, however, is the discovery that not more than 6.9 percent of the nation's secondary teachers of English are in school systems that regularly offer sabbatical leave. Most institutions of higher learning adopt a sabbatical leave policy permitting faculty members to spend a semester or a year to work on a project of demonstrated importance. Such sabbatical leave policies offer an important way of providing for the continuing education of college and university teachers and could play a significant role in the continuing education of secondary teachers.[14] An analysis of the data by regions, presented in Table 15, suggests that only in the Far West do any number of schools apparently recognize the importance which sabbatical leaves may play in improving the preparation of teachers. Over 18 percent of the teachers in this region report that their

Only 6.9% can take sabbatical leave

[14]For additional information about the limited opportunities for such leaves, see Table 54 and the discussion on pages 67-69.

schools offer sabbatical leaves frequently or regularly, as compared with as few as 3.9 percent in New England.

Recency of College Courses

Respondents were asked to indicate the length of time which had elapsed since their last course work in English and education. The national data are summarized in Table 16. Twenty-four percent reported completing a college English course within less than a year, and 25.9 percent reported

TABLE 16

Recency of College-level Course Work in English and Education (number and percent of teachers reporting)

Length of Time since Completion	College English Course		College Education Course	
	Number	Percent	Number	Percent
Less than a year	1,581	24.0	1,672	25.9
One year	579	8.8	609	9.4
Two years	780	11.8	835	12.9
Three to five years	929	14.1	941	14.5
Five to ten years	719	10.9	748	11.6
More than ten years	884	13.4	715	11.1
Never	1,120	17.0	946	14.6

taking a college education course during the same period, a finding that would be more encouraging if 25.7 percent of the group had not been in their first or second year of teaching.[15] More serious is the discovery that 30.4 percent of the teachers have not taken any work in English for more than ten years or have never taken such work since beginning to teach, that 25.7 percent either have not taken work in education since obtaining a credential or have not done so for more than ten years. With the average teaching experience of respondents somewhat more than nine years, the failure of such a high percentage of teachers to enroll in course work is a matter of serious concern.

An analysis of the recency of course work completed by teachers of various groups and in various regions is presented in Tables 17 and 18. Of particular interest is the bipolar curve that seems to categorize the pattern of responses in several classifications. Among the more experienced teachers, those who have taught sixteen years or more, 26.5 percent have completed a college English course within less than a year and 19.7 percent have completed a college education course during the same interval. At the same

One-third have not taken a course for ten years

[15]See report on the experience of respondents, p. 15.

TABLE 17

Length of Time since Completing a College English Course (percent of teachers reporting)

Category of Teachers	Number Responding	Length of Time since Completion						
		Less Than a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than 10	Never
All teachers nationally	7,420	24.0	8.8	11.8	14.1	10.9	13.4	17.0
Departmental chairmen	1,064	24.0	10.8	11.9	14.6	13.3	16.7	8.7
Junior high school teachers	4,308	22.9	8.5	11.6	14.3	10.4	12.8	19.5
Teachers in small schools (under 250 enrollment)	1,180	22.1	7.7	11.2	12.7	10.2	15.8	20.3
Teachers in large schools (over 2,000 enrollment)	1,941	26.3	9.4	12.1	14.9	11.1	13.2	13.0
NCTE members	2,713	27.6	9.6	11.8	14.4	11.0	13.9	11.5
Teachers with 1-2 years' experience	1,227	30.2	13.9	19.5	7.6	1.1	1.6	26.2
Teachers with 16 or more years' experience	1,958	26.5	5.8	7.9	13.4	14.0	26.1	6.1

TABLE 18

Length of Time since Completing a College Education Course (percent of teachers responding)

Category of Teachers	Number Responding	Length of Time since Completion						
		Less Than a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than 10	Never
All teachers nationally	7,420	25.9	9.4	12.9	14.5	11.6	11.1	14.6
Departmental chairmen	1,064	12.0	17.7	——	19.7	19.3	19.1	12.2
Junior high school teachers	4,300	28.3	9.7	13.1	13.7	10.1	9.8	15.4
Teachers in small schools (under 250 enrollment)	1,180	26.4	9.4	11.6	14.1	10.4	11.7	16.4
Teachers in large schools (over 2,000 enrollment)	1,951	25.7	9.3	14.0	15.4	12.2	11.1	12.1
NCTE members	2,713	23.5	9.3	13.1	15.6	13.7	12.7	12.1
Teachers with 1-2 years' experience	1,227	35.8	13.0	18.0	6.7	0.7	1.2	24.5
Teachers with 16 or more years' experience	1,958	19.7	7.9	11.0	15.1	20.1	27.1	6.2

time, however, as many as 32.2 percent report not taking a college English course since certification or not taking one for ten years, and 33.3 percent report not taking a college education course. Similar tendencies are apparent in the reports from every group. As data to be presented later suggest (see pages 68-71), almost one-quarter of the teachers report that financial need alone prevents them from taking courses.

Strong geographical differences are not apparent in the recency of course work, except for a high percentage of teachers in the Northwest and Far West who have recently completed college work. In the Far

West, 56.2 percent of the teachers had completed course work in English within the past two years, and 59.9 percent had completed courses in education. These percentages are 50.6 percent and 62 percent for the Northwest, but only 44.6 percent and 48.2 percent for all teachers nationally. Quite possibly the high percentages reflect the number of teachers in this area completing credential requirements. A percentage of teachers in the Far West and Northwest substantially higher than that in the other regions appears to complete college work in both subjects, but the fact that more than 50 percent of the beginning teachers in this region have completed fifteen to thirty college credits beyond the baccalaureate degree needs to be recalled.[16] The states of California and Washington both require five years of college preparation for teaching English. Apparently strong college preparation, as indicated by the number of semester hours completed, does not discourage teachers from completing additional work in college English and education courses.

Specific Courses Completed since Beginning Teaching

Key Findings

Secondary teachers of English complete an average of 1.72 semester hours of college work each year, approximately one course every two years.

More than 77 percent of all course work elected by teachers is in literature, education, or in academic subjects *unrelated* to English. In more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language.

English majors, departmental chairmen, and teachers in large schools, those best prepared to teach English in the first place, are also those who take many more courses in English and in other subjects than do nonmajors, teachers in small schools, and others less well prepared.

Teachers who consider themselves well prepared to teach English are teachers who have completed more semester hours of course work since certification than have all other teachers nationally.

[16]See data in Table 11.

The data presented thus far in this chapter suggest that, although a disturbingly high percentage of teachers has taken no college work since beginning teaching or at least not for ten years, the majority of secondary teachers of English have completed some graduate work. What courses then do these teachers complete? How extensive is the work? For an answer to these questions, teachers were asked to indicate in seven different course areas the number of semester credits which they had obtained since beginning teaching. The median numbers of semester credits listed by teachers in particular categories are summarized in Table 19.

Teachers average one course in every four or five years

The responses indicate that the average teacher of English has completed 15.48 semester credits during something more than nine years of teaching experience, an average of about 1.72 semester hours per year. Since most college courses, whether offered during summer school, in extension, or during the school year, are three-credit courses, the responses indicate that the average secondary teacher of English takes about one course every other year. And because half of the responding group clearly prefers summer school enrollment or finds suitable offerings and schedules only in summer sessions where six to nine semester hours tend to be the normal load, this average could be maintained if every teacher of English attended summer session only once in every four or five years.

Only 22% of course work is in composition and language

Nor does an analysis of the number of semester hours completed in various subjects present much evidence of a balanced program of continuing education. An overwhelming majority of credits for teachers in all categories are completed in literature, in education, and in academic subjects *unrelated* to English. More than 77 percent of the course work reported by teachers, or 11.97 of the median of 15.48 completed by the average teacher, falls into these three categories. In contrast, the average teacher in his more than nine years of experience reports only 0.4 credits in composition and 0.7 credits in the English language. This finding would be less disturbing if available evidence indicated that teachers were well prepared in these fields when they began to teach. However, data have already been presented to show that only one-sixth of the teacher education institutions require majors planning to teach English to complete courses in the English language or in intermediate or advanced composition.[17] Thus today's teacher, already better prepared in literature than in the other disciplines of English, tends to concentrate his subsequent course work either on additional courses in literature or on courses in education or in academic areas other than English.

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[17]Committee on National Interest, *op. cit.*, p. 70.

TABLE 19

Median Number of Semester Credits in Various Courses
Reported Completed by Teachers since Beginning Teaching

Category of Teachers (Number Responding)	Median Years Experience	Median Number of Credits Completed								Median Number Semester Units per year
		Literature	Language	Composition	Methods of Teaching English	Subjects Related to English	Other Academic Subjects	Education	Total	
All teachers (7,171)	9.0	4.09	.71	.47	.74	1.62	3.18	4.70	15.48	1.66
Departmental chairmen (1,064)	13.1	7.95	1.35	.96	1.31	2.63	3.34	6.10	23.64	1.78
Teachers in large schools (1,951)	9.8	5.62	.93	.61	1.06	1.82	3.20	5.31	18.55	2.70
Teachers in small schools (1,180)	8.5	3.03	.49	.33	.39	1.43	4.17	3.93	13.77	1.62
Teachers in junior high schools (4,300)	8.7	2.90	.59	.35	.64	1.33	3.02	2.22	11.05	1.26
English majors (4,317)	9.0	4.64	.77	.47	.77	1.63	4.96	6.91	20.25	2.25
Nonmajors (3,113)	8.0	2.80	.51	.34	.54	1.24	3.37	4.02	12.82	1.62
NCTE members (2,713)	10.7	5.73	1.03	.71	1.10	2.10	3.42	5.10	22.61	2.11

The data for teachers in particular groups suggest some important deviations from the national trend. Departmental chairmen, teachers in large schools, and English teachers who are members of the National Council of Teachers of English report completing more courses in English, in education, and in other academic areas, although the average number of semester hours completed by the chairmen for their years of experience in teaching does not differ markedly from the norm. Majors have completed an average of 20.25 semester hours of course work, compared with 12.82 hours for nonmajors. No doubt the high degree of professional interest which leads many teachers into studies in their subject and into the professional association of teachers of English also leads them back to course work at the university. Unfortunately, this professionalism seems not to lead these teachers to plan and complete balanced programs, although the NCTE members do report completing a median of 1.03 semester units in the English language, as compared with the national median of 0.71. Also, NCTE members, departmental chairmen, English majors, and teachers in large schools report completing a higher number of credits in methods of teaching English than do teachers in the other categories.

TABLE 20

Median Semester Hours Completed since Beginning Teaching by Teachers Ranking Themselves as Well Prepared in Various Aspects of English

"Well-Prepared" Aspects of English	Median Semester Hours Completed since Certification				
	Language	Literature	Composition	Methods of Teaching	Education
Literature	0.8	2.9	0.6	0.9	4.3
English language	0.9	5.0	0.7	0.9	5.1
Composition	0.9	4.4	0.5	1.0	5.2
Oral skills	0.7	4.0	0.5	0.8	4.8
Teaching of reading	0.7	4.9	0.9	1.2	7.4

Those well prepared in reading study most extensively

Data presented earlier in this chapter indicated the percentage of teachers who consider themselves well prepared in literature, in the English language, in composition, in oral skills, and in the teaching of reading. Table 20 compares the median semester hours in various subjects completed since certification by teachers in these groups. Those who consider themselves well prepared in literature, for example, have completed substantially less college work in literature than have teachers in other categories. The differences in the median number of hours completed seems greatest in literature and in education. To find that the experienced teachers who consider themselves well prepared to teach reading have completed

the highest median semester hours in education (7.4) does not seem surprising, inasmuch as course work in reading more than likely is offered by departments of education. To find such teachers completing a number of hours in literature substantially greater than that completed by those who consider themselves well qualified in literature is somewhat surprising. A difference between the five groups becomes apparent only through an examination of the median total semester hours, presented in Table 21.

TABLE 21

Median Semester Hours Completed since Certification by Teachers Who Consider Themselves Well Prepared in Various Aspects of English

"Well-Prepared" Aspects of English	Number Responding	Median Semester Hours Completed				
		English and the Teaching of English Courses	Subjects Related to English	Education	Other Academic Areas	Total
Literature	3,795	5.21	1.81	4.33	4.62	15.49
Language	3,912	4.43	1.82	5.15	3.35	16.99
Composition	2,672	7.66	1.99	5.20	3.39	18.24
Oral skills	2,389	6.08	2.17	4.83	3.15	16.23
Teaching of reading	737	8.06	2.51	7.38	3.87	21.82
All teachers nationally	7,420	6.01	1.62	4.17	3.18	14.98

Teachers who consider themselves well prepared in reading clearly complete more semester hours not only in education but in most other subjects than do teachers who consider themselves well prepared in other areas. They also complete more course work of all kinds than do English teachers generally. Their closest rivals are the teachers who consider themselves well prepared in composition (a median of 21.82 semester hours compared with 18.24 semester hours). Teachers in both of these groups are well above the national average. The fact that teachers in all four groups are

TABLE 22

Median Semester Hours Completed since Certification by Teachers in Various Geographical Regions

Regional Category of Teachers	Median Semester Hours Completed							
	Literature	English Language	Composition	Methods of Teaching English	Subjects Related to English	Other Academic Subjects	Education	Total
National	4.05	0.67	0.40	0.73	1.62	3.06	4.61	15.14
New England	4.20	0.61	0.34	0.90	1.10	1.80	4.80	13.80
Middle Atlantic	4.29	0.67	0.51	0.76	1.40	2.64	3.50	13.79
Southeast	3.67	0.63	0.37	0.76	1.31	2.61	4.86	14.21
Midwest	3.44	0.48	0.30	0.60	1.73	3.43	4.17	14.14
Southwest	5.20	1.33	0.80	0.54	1.58	3.67	5.82	18.94
Northwest	4.00	0.68	0.54	0.95	2.21	2.79	4.55	15.72
Far West	4.75	0.75	0.61	0.80	2.11	4.23	5.82	20.07

above the national median for total hours completed suggests that such course work has contributed to their feeling of competence in the areas in which they consider themselves to be well prepared.

A comparison of the median number of semester credits completed since beginning teaching by those in various geographical areas is presented in Table 22. Differences in specific categories seem less noticeable than the differences in median total units; teachers in the Far West report completion of 20.07 semester hours, compared with the national median of 15.14. Here again the discovery that teachers in the Far West, the area with the highest number of teachers with fifteen to thirty semester hours beyond the bachelor's degree, lead all others in semester hours completed since beginning teaching offers impressive evidence that high standards for teaching credentials, such as the five-year standard of preparation required in some states in this area, may attract to teaching individuals with so much academic interest that they assume greater responsibility for their own continuing education.

TABLE 23

Percent of Semester Hours Completed in Various Areas since Certification

Regional Category of Teachers	Number Responding	Percent of Hours Completed by Courses						
		Literature	English Language	Composition	Methods of Teaching English	Subjects Related to English	Other Academic Subjects	Education
All nationally	7,420	26.3	4.6	2.9	4.7	10.5	20.4	30.3
New England	176	30.4	4.4	2.5	6.6	8.0	13.1	35.0
Middle Atlantic	536	31.1	4.9	3.7	5.5	10.2	19.2	25.4
Southeast	383	25.8	4.4	2.6	5.3	9.2	18.4	34.2
Midwest	676	24.3	3.4	2.1	4.2	12.2	24.3	29.5
Southwest	183	27.4	7.0	4.2	2.9	8.3	19.4	30.7
Northwest	207	25.5	4.3	3.4	6.0	14.1	17.7	28.9
Far West	211	23.6	3.8	3.0	4.0	10.5	21.1	34.0

Teachers tend to pursue their own interests

Table 23 reveals the percentages of semester hours since certification which teachers in various regions have completed in various subject areas and suggests the extent to which teachers are pursuing balanced programs. The fact that 24.3 percent of work completed by Midwest teachers of English is taken in academic areas other than English or education is of particular interest, in view of the high percentage of nonmajors assigned to teach English in that area. See Table 10. The inevitable conclusion from such results: teachers seek to further their own interests when they choose college courses freely. Nonmajors tend to pursue their interests in other academic fields despite their assignments for teaching English. The possible implication for those responsible for the continuing education of teachers

of English is that if administrators must assign nonmajors to teach English, they should see that the nonmajors prepare themselves in the field.

Regional differences in the percentage of courses in English and the teaching of English completed by secondary teachers since certification reveal that New England teachers have completed 43.9 percent of their college work in these areas; Middle Atlantic teachers have completed 45.2 percent; Southeast teachers, 38.1 percent; Midwest, 34.2 percent; Southwest, 41.5 percent; Northwest, 39.2 percent; and Far West teachers, 34.4 percent. In every instance, the percentage of courses completed in education and in fields unrelated to English is substantially higher than that of the courses completed within the subject itself.

DEGREES COMPLETED AFTER CERTIFICATION

Key Findings

More than 49 percent of secondary teachers have completed a degree since beginning to teach.

One-third of the teachers of English have earned a master's degree or another advanced credential or degree.

47 percent of all departmental chairmen have earned advanced degrees.

Slightly more than 50 percent of the secondary teachers of English responding to this poll have not completed any degrees since beginning to teach. An additional 14.8 percent have completed the bachelor's degree. About one-third, 34.4 percent, have completed either a master's degree, an advanced credential, or in a few cases a doctoral degree. This information is summarized in Table 24.

Table 25 compares the degrees earned since beginning teaching by teachers in different groups. It is not surprising to find such a high percentage of departmental chairmen with advanced degrees. The departmental chairman is the instructional leader of a school's English department. If he is to offer maximum assistance to teachers on his faculty, he must maintain and extend his knowledge of English and the teaching of English. The fact that more than 46 percent of the department heads have earned master's degrees or better is evidence that the more highly qualified teachers are sometimes selected for many of these leadership roles, although more than half of the departmental chairmen do not have such a degree in any field. Similarly, the finding that almost 60 percent of the members of the National Council

Half of the department chairmen have master's degrees

TABLE 24

Degrees Reported Earned since Certification

Type of Degree	Teachers Responding	
	Number	Percent
No additional degree	3,771	50.8
Total bachelor's degree	1,100	14.8
B.A.	633	8.5
B.S.	467	6.3
Total master's degree	2,027	27.5
M.A.	1,310	17.9
M.S.	203	2.7
M.A.T.	37	0.5
M.Ed.	477	6.4
Total doctoral degree	30	0.4
Ph.D.	16	0.2
Ed.D.	14	0.2
Special credentials (administrative,, guidance, etc.)	484	6.5

TABLE 25

Degrees Earned since Beginning Teaching Reported by Teachers in Different Groups

Category of Teachers	Number Responding	Percent of Teachers Responding									
		None	B.A.	B.S.	M.A.	M.S.	M.A.T.	M.Ed.	Ph.D.	Ed.D.	Special Credential
English majors	4,317	54.3	6.9	3.9	18.7	2.4	0.6	6.6	0.2	0.3	6.3
Nonmajors	3,113	56.2	8.3	7.9	12.9	2.6	0.2	5.3	0.2	0.06	6.3
Teachers in large schools	1,951	46.1	6.4	4.2	24.9	2.9	0.4	7.8	0.4	0.4	6.8
Departmental chairmen	1,064	30.0	9.9	5.1	32.9	2.6	0.6	9.9	0.3	0.5	8.5
Junior high school teachers	4,300	54.1	8.9	7.2	14.3	2.5	0.4	6.2	0.1	0.1	5.2
Teachers in small schools	1,180	52.0	11.4	6.6	13.1	3.4	0.8	4.3	0.1	0.1	8.3
NCTE members	2,713	41.5	9.5	6.0	24.5	3.2	0.5	7.6	0.4	0.4	6.4

of Teachers of English have completed degrees since beginning teaching offers further evidence of the selective nature of professional subject matter association and the fact that those who are attracted to such organizations are among the teachers with the deepest commitment to their subject discipline.

COURSES IN WHICH TEACHERS EXPRESS INTEREST

Key Findings

89.9 percent of secondary teachers of English express interest in studying intermediate or advanced composition, yet college opportunities to receive this training are woefully inadequate.

89.4 percent express interest in studying practical methods of teaching English.

Experienced teachers rate the study of literature for adolescents, teaching of reading, and advanced study in curriculum and methods more highly than do beginning teachers.

When asked to indicate the courses in English and in the teaching of English which they think would be of the most interest and value, teachers do not think first of work in literature. Table 26 presents the rank order of courses listed by teachers as being of great interest and value or of some interest and value. Almost 90 percent (89.9) of all 7,417 respondents list intermediate or advanced composition as their first choice. In view of evidence presented earlier in this report and in *The National Interest and the Teaching of English* concerning the inadequate provision for the study of rhetoric and composition in most preservice and continuing programs of

Composition rated highly

TABLE 26

Rank Order of the Ten Courses Rated of Greatest Interest and Value by Teachers

Rank	Subject	Percent of Teachers Listing Course as Having "Great" or "Some" Interest and Value
1	Intermediate or advanced composition	89.9
2	Practical methods of teaching English	89.4
3	"Types" of literature	84.9
4.5	Literature for adolescents	84.5
4.5	Literature of particular periods	84.5
6	Teaching of reading	83.6
7	Literary criticism	81.8
8	Structural or generative grammar	80.4
9	Close studies of single authors or single works	77.8
10	Advanced studies in curriculum and research in the teaching of English	76.3

teacher education, the high rating of this course is not surprising. Moreover, the rating suggests that if offerings were made generally available, many more teachers would enroll in courses in advanced composition in summer school or in evening extension courses. The discrepancy between the high rating of course work in composition with the finding that the average teacher completes less than a half semester hour of work in this area in more than nine years of teaching (0.4 percent) leads inescapably to the conclusion that courses in intermediate and advanced composition are not at present sufficiently available to teachers.

Specialized methods take only 3% of time

The high ranking of work in methods of teaching English (89.4 percent) may not surprise those who remember that the average teacher completed only three semester hours in a specialized course in methods of teaching English as part of his undergraduate major and averaged only an additional 0.73 credits during his more than nine years of teaching. For most secondary teachers, such work thus constitutes little more than 3 percent of his total academic program. Many experienced teachers, long since out of school, are interested in learning of successful new practices; others no doubt rate this work highly because they hope to find in specialized courses solutions to their daily teaching problems. The findings indicate that such courses are strongly supported by teachers.

The importance of the specialized methods course, when offered by an instructor well qualified in the teaching of English, was recognized recently by the College Section of the National Council of Teachers of English and the Executive Committee of the Conference on College Composition and Communication. These groups expressed concern lest criticism of general methods courses be interpreted as applying to the specialized course in English and issued a joint resolution supporting the inclusion of the specialized methods course in English in every preparatory program.[18]

The high rating of the course on literature for adolescents is no doubt attributable in part to the fact that only 15.9 percent of all educational institutions include such work in the undergraduate major.[19] Of interest, too, is the fact that work on structural and generative grammar, rather than traditional grammar, is rated highly by so many teachers.

Table 27 indicates the percentage of teachers rating each of the fourteen courses as of great, some, little, or no interest and value. Perhaps the most interesting conclusion which may be drawn from this information is that English teachers recognize the importance of additional study in

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[18]Resolution released on December 27, 1962. Copies are available from NCTE, 508 South Sixth Street, Champaign, Illinois.

[19]Committee on National Interest, *op. cit.*, p. 84. For a separate study of the content of the specialized methods course, see William H. Evans and Michael J. Cardone, *Specialized Courses in Methods of Teaching English* (Champaign, Ill.: NCTE, 1964).

TABLE 27
Courses of Interest and Value to Teachers

Academic Course	Number Responding	Percent of Teachers Rating Course			
		Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest and Value
Practical methods of teaching English	6,172	67.7	21.7	7.1	3.5
Intermediate or advanced composition	6,001	61.6	28.3	7.6	2.5
Literature for adolescents	5,779	57.1	27.4	10.7	4.8
Teaching of reading	5,732	56.0	27.6	11.6	5.0
Advanced studies in curriculum and research in teaching English	5,721	42.6	33.7	16.2	7.5
Structural or generative grammar	5,608	46.6	33.8	13.4	6.2
Courses on literature of particular periods	5,596	44.8	39.7	11.6	3.8
Literary criticism	5,557	49.3	32.5	13.3	5.0
Close studies of single authors or works	5,549	39.9	37.9	17.0	5.2
Courses on literary types	5,471	44.4	40.9	10.8	3.9
Traditional grammar	5,405	31.1	34.0	21.6	13.3
Speech or drama	5,388	33.1	39.6	19.5	7.8
History of the language	5,361	31.6	36.0	23.2	9.2
Surveys of literature	5,325	27.3	43.4	20.1	9.1

almost all of the areas. Only four courses are rated of little or no interest and value by as many as 25 percent of the respondents—traditional grammar (34.9 percent), surveys of literature (29.2 percent), speech or drama (27.3 percent), and history of the language (32.4 percent).

Although the endorsement of additional course work in all areas seems to categorize the total group of responses, differences become apparent in comparisons of percentage rankings of courses of great interest and value for different groups of teachers. Table 28 compares the rankings by all teachers nationally of courses of great interest and value with rankings by twelve selected groups of respondents. Some rather interesting differences appear.

Chairmen rate courses differently

Departmental chairmen in the nation's high schools place an even higher value on work in intermediate and advanced composition than do teachers generally (68 percent specifying "of great interest"), a concern which no doubt reflects their sensitivity to current pressures from colleges and universities. They recognize the value of work in methods but do not rate these courses quite as highly as do teachers generally. Rather, the department heads express far greater interest in advanced study in curriculum and research in English than do most other groups, as well as more interest in structural and generative grammar. Clearly they recognize that their

TABLE 28

Percent of Teachers in Different Groups Ranking Courses of Great Interest and Value

Courses in English	Percent of Teachers Responding												
	Category of Teachers								"Well-prepared" Aspects of English				
Courses Ranked in Order of Favorable Rating by All Teachers Nationally	All Teachers Nationally	Dept. Chairmen	Experienced Teachers	1st & 2nd Year Teachers	Majors	Non-majors	Junior H. S. Teachers	NCTE Members	Literature	Composition	English Language	Oral Skills	Reading
1. Practical methods of teaching English	67.7	63.1	65.6	72.5	65.0	70.4	61.7	67.0	62.7	63.3	67.8	66.5	67.7
2. Intermediate or advanced composition	61.6	68.0	64.4	58.9	62.5	60.9	58.4	65.6	62.6	53.1	62.6	62.1	65.0
3. Literature for adolescents	57.7	51.2	64.3	54.5	55.9	58.8	63.2	57.8	54.9	54.9	58.4	57.3	65.4
4. Teaching of reading	56.0	54.1	66.0	53.4	54.7	58.1	54.4	55.2	52.8	53.6	57.2	40.4	66.3
5. Literary criticism	49.3	56.9	52.0	49.2	52.1	46.0	43.1	53.9	53.9	53.1	49.9	50.7	53.7
6. Structural or generative grammar	46.6	50.8	49.5	44.2	47.0	46.5	47.6	51.9	45.6	44.6	46.7	45.5	49.6
7. Literature of particular periods	44.8	44.6	43.1	48.5	47.4	42.2	39.3	46.3	51.0	47.0	45.3	45.8	44.3
8. Types of literature	44.4	45.0	41.1	47.1	45.5	43.7	42.2	47.2	46.1	40.6	49.9	43.5	45.7
9. Advanced study in curriculum or research	42.6	55.0	53.3	36.2	43.5	42.5	40.5	49.3	45.5	46.4	44.3	45.6	52.9
10. Close study of a single author	39.9	42.1	38.9	42.5	43.6	35.6	35.5	44.3	45.4	44.2	38.8	38.9	41.8
11. Speech or drama	33.1	29.4	34.5	31.5	31.8	32.4	33.7	31.4	32.5	33.9	32.1	44.0	39.4
12. History of language	31.6	36.2	33.0	31.0	31.9	29.3	30.8	34.6	32.8	35.3	32.1	31.7	33.5
13. Traditional grammar	31.1	26.0	31.6	31.6	28.1	32.8	34.4	26.3	25.9	29.8	31.4	31.7	32.8
14. Survey of literature	27.3	24.9	27.8	29.0	26.8	29.5	25.5	28.2	28.6	28.7	28.7	27.9	34.1

responsibility for instructional leadership requires that they maintain reasonable familiarity with the knowledge possessed by scholars and leaders in the field.

Reactions from experienced teachers with more than sixteen years of teaching do not differ markedly from the norm for all teachers, except for the much higher rating of literature for adolescents, the teaching of reading, and advanced study in curriculum and methods by these respondents. Like many department heads, such career teachers may well feel that they have mastered the traditional content of English and need to become well acquainted with new approaches to teaching language and literature, as well as with new points of view on the English curriculum. The interest in literature for adolescents may reflect a recognition of inadequacies in attempting to guide the personal reading of their students, as well as the desire to find sufficient time and incentive to permit the wide reading of such books. Moreover, the experienced teachers may recognize the support which familiarity with such books and skill in the teaching of reading offer the teacher faced with large numbers of noncollege-bound students who resist learning the traditional content of English.

First and second year teachers of English rate practical methods of teaching English more highly than any other course work. The nonmajors also express great interest in methods. Concerned as they are with practical solutions to teaching problems, such teachers inevitably seek useful solutions for their immediate problems. Beginning teachers do not share the concern of departmental chairmen and experienced teachers for advanced work in curriculum. The high rating of practical methods may indicate that help with methods of teaching is seldom provided in the schools. For further discussion of the inadequacies of supervision and consultant help available to teachers, see pages 49-53.

Beginners and nonmajors seek methods

The finding may also imply criticism of the practical value of the preservice methods course completed a year before teaching and should be studied by those responsible for preservice teacher education. Supervisors and administrators organizing extension courses and summer courses for experienced teachers would do well, also, to consider whether sufficient opportunities are provided for studying the teaching of reading and literature for adolescents.

With the exception of an indication of great interest expressed by nonmajors in the methods course, probably because they did not have such work in English, their reactions do not differ markedly from those of the majors. A greater percentage of majors did express interest in literary criticism (52.1 percent). Reactions from NCTE members corre-

spond closely to those from experienced teachers, with the exception that NCTE members lack the concern of the experienced teachers with the teaching of reading and with advanced study in curriculum. NCTE members do express slightly more interest in structural and generative grammar and in course study in literature.

Teachers who consider themselves well prepared in composition do not rate work in composition as highly as well-prepared teachers in other areas rate work in those areas. For instance, those considering themselves well prepared in oral skills place work in speech and drama considerably higher than do others, those well prepared in reading still are more enthusiastic about more work in reading than are others, and those well prepared in literature consistently rank work in literature slightly above the ranking of other groups. These findings offer additional evidence to suggest that teachers of English tend to pursue existing interests and to deepen present backgrounds when they select course work at universities and colleges. Depth is important, of course; it is valuable to have specialists in speech, in reading, and in literature, composition, and language on any high school faculty. But in most programs, every teacher of English is responsible for teaching all aspects of English at least in some courses. It is important, therefore, that programs of continuing education, like those of preservice education, provide for balanced study. The data presented here suggest that when teachers are permitted to choose only the course work which they would prefer, their choices tend to be less well balanced than would normally be desirable. Those responsible for planning sound programs of continuing education need to consider ways of ensuring studies in some of the less popular fields. The method used by the Commission on English of the College Entrance Examination Board in including work in language, literature, and composition in its summer institute program suggests one possible approach.

CONFERENCES, WORKSHOPS, PROFESSIONAL MEETINGS

Key Findings

Three-fifths of the English teachers have never had an opportunity to confer with a college professor of English, a college specialist in English education, or a special English supervisor.

Only one-third of the nation's English teachers are often able to confer with a librarian or with fellow English teachers.

29.3 percent of the English teachers never have an opportunity to attend a workshop or institute sponsored by a school district.

43.3 percent of all teachers never have attended a voluntary workshop on English.

23.6 percent never attend local professional meetings of English teachers; 48.8 percent never attend state meetings; 82.1 percent never attend national meetings.

The teachers responding to this survey were asked to estimate the relative helpfulness of various resources which may contribute to more effective teaching. Table 29 summarizes the data for the entire group of respondents. Clearly college courses are rated "of greatest help." Yet college and university courses are only one of several resources for professional improvement available to teachers of English. Depending upon the opportunities made available in his local district, the teacher of English may also be able to consult and receive assistance from an administrator, a supervisor, or a fellow teacher; to participate in a workshop; to engage in professional reading; or to attend a meeting of teachers of English.

Tables 29 and 30 present the national ratings of resources. In addition to college courses, teachers rate highly such activities as conferences with other teachers of English, the reading of professional books and journals dealing with the teaching of English, the reading of books and periodicals of a more general nature, and participation in workshops.

Among the activities from which teachers apparently receive little help are conferences with supervisors and administrators. Almost 40 per-

cent of the respondents report that such conferences are of little help or of no help, a finding which awakens doubts about the quality of supervision in our schools. Most such supervision is of a general type, however, whether from the administrator or the supervisor. In data yet to be presented in this report, 53.4 percent of all teachers report that they never have had the opportunity to confer with or receive assistance from a specialized English supervisor.

Lack of concern with subject matter may also explain why workshops elicit substantially lower rankings than do college courses. Many workshops are organized by school districts and devote only a small percentage of time to the concerns of the English teacher. (See pages 54-56 for an elaboration of this point.) Perhaps because they seem to lack application to the classroom, research reports do not seem to offer substantial help to teachers. The low assessment of the practical value of research in the teaching of English reinforces the criticism of such research at a recent national conference.[20]

TABLE 29

Teacher Assessment of the Helpfulness of Various Resources for Improving Teaching

Resources for Improving Teaching	Number Responding	Percent of Teachers Assessing Resource			
		Of Greatest Help	Of Some Help	Of Little Help	Of No Help
Conference with supervisor or principal	6,411	15.4	45.1	22.9	16.5
Conference with other teachers	6,988	42.4	48.6	7.4	1.6
Participation in workshops	6,034	22.6	48.5	20.5	8.4
Studying research reports	6,138	10.8	48.2	30.6	10.4
Reading professional journals	6,765	37.6	51.6	8.8	1.8
Reading books and periodicals of general interest	6,582	27.7	57.8	13.3	1.2
College courses	5,833	52.2	40.1	5.9	1.8

The rank order of the first five resources by all teachers nationally is compared in Table 30 with ratings by particular groups of teachers. Interestingly, experienced and beginning teachers evaluated the resources

[20]Erwin Steinberg (ed.), *Needed Research in the Teaching of English*, Cooperative Research Monograph No. 11 (Washington: U. S. Office of Education, 1963).

TABLE 30

Ranking of Resources of Greatest Help by Different Groups of Teachers

Resource or Inservice Activity	Percent of Teachers Ranking Resource									
Ranked in Order by All Teachers Nationally	All Teachers Nationally	Dept. Chairmen	Experienced Teachers	Beginning Teachers	Majors	Nonmajors	Junior H. S. Teachers	Teachers in Large Schools	Teachers in Small Schools	NCTE Members
1. College course	52.2	52.9	51.0	63.0	56.6	56.9	54.9	51.7	63.9	56.3
2. Conferences with other teachers	42.4	39.4	39.1	47.5	42.1	41.9	42.8	48.0	34.0	42.9
3. Reading professional journals and books	37.6	48.0	50.6	27.9	39.0	36.7	34.6	38.0	34.5	52.9
4. Reading books and periodicals of general interest	27.6	30.8	35.1	22.4	28.5	26.8	25.2	29.2	27.1	30.1
5. Participation in workshops	22.6	28.4	33.7	14.8	21.5	24.7	23.2	20.1	24.6	27.9

differently. Beginning teachers in their first or second years understandably rate their college courses most highly and see more value in conferences with other teachers of English than do those who have been teaching for sixteen years or longer. The experienced teachers, however, have come to recognize the value of professional reading. The findings suggest not only the desirability of school districts providing opportunities for first and second year teachers to meet regularly with their colleagues, but also the importance of calling the attention of first year teachers to the help available in professional literature. (It is interesting to note that 52.9 percent of all NCTE members rate professional reading as "of greatest help.")

Summer courses help small schools

The data reveal also that teachers in small high schools with enrollments of under 250 pupils rate conferences with fellow teachers of English considerably less highly than do teachers in large schools (34 percent compared with 48 percent rating "of greatest help"). The lower rating perhaps reflects the limited opportunity for groups of English teachers to meet for conferences as well as the informality in small schools which encourages more casual conversations between teachers. In small schools located far from university and college centers, college offerings in the summer may be the most appropriate way of providing for inservice education. Thus,

it is not surprising to find 63.9 percent of such teachers rating college courses "of greatest help."

Consultant Help for Teachers of English

How frequently do teachers have an opportunity to secure help from qualified consultants? A series of questions was designed to indicate the extent to which secondary teachers of English obtain consultant help and attend workshops and institutes planned by school districts. The answers reveal that nearly three-fifths of America's high school teachers of English never have an opportunity to secure help from a college professor in planning or revising their English program and that the majority of teachers do not even obtain assistance from a supervisor qualified in English.

No opportunity to confer

The survey shows that the average teacher of English in the United States has never conferred or obtained assistance from a college professor of English or English education, nor is he able to confer with an English supervisor in his own school district. These findings are presented in Table 31. Only a third of the high school teachers report that they are often able to confer with a school or district librarian or to meet with other teachers of English facing similar problems, this despite the considerable help which they report receiving from such meetings. Indeed, as many as 19.1 percent of the secondary teachers of English report that they never conferred with

TABLE 31

Extent to Which Consultant Help Is Available in Planning English Instruction

Nature of Consultant Help	Teachers Reporting Frequency of Availability							
	Often		Occasionally		On Call		Never	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Supervisors trained in English	1,014	16.4	857	13.9	1,002	16.3	3,288	53.4
School or district librarian	2,341	36.3	1,077	16.7	1,794	27.9	1,232	19.1
Meeting with other teachers with similar problems	2,305	33.8	3,137	45.9	669	9.8	716	10.5
Consultation with college specialist in English	298	4.9	1,470	24.2	876	14.5	3,419	56.4
Consultation with college specialist in English education	217	3.7	1,075	18.2	846	14.3	3,776	63.8

a school or district librarian, and 10.5 percent have never met with other teachers of English to discuss their teaching problems.

Data presented earlier in this report and in other reports indicate many deficiencies in the preparation of today's teachers of English. Approximately 50 percent lack majors in the subject, and many of those with majors are inadequately prepared in certain aspects of English.[21] Were the overwhelming majority of English teachers adequately prepared for classroom teaching, the widespread shortage of consultant help, graphically depicted in Chart II, would not loom as such a major problem. Not only is outside help denied to most teachers, but neither is it available to the departmental chairmen who are most immediately responsible for

TABLE 32

Extent to Which Specialized Consultant Help Is Available to Department Chairmen

Type of Consultation	Percent of English Chairmen Reporting Frequency of Help			
	Often	Occasionally	On Call	Never
Conferences with supervisors of English	14.6	15.4	17.0	52.9
Conferences with school or district librarian	41.6	15.3	27.8	15.3
Conferences with college specialist in English	6.9	33.4	12.8	46.9
Conferences with college specialist in English education	4.7	25.0	12.9	57.5

the English curriculum of the schools of America. As Table 32 indicates, 46.9 percent of the departmental chairmen have never conferred with a college specialist in English, and 57.5 percent of these respondents have never conferred with a specialist in English education. Whether the absence of such meetings reflects lack of time or lack of effort or interest on the part of schools or colleges cannot be surmised from these data. However, until American schools and colleges can provide frequent opportunities for at least the chairmen of their high school departments, if not the teachers themselves, to meet with representative college instructors, such as the director of freshman composition or the chairman of a college English department, the problems in high school-college articulation of English instruction are likely to face American education for many years to come.

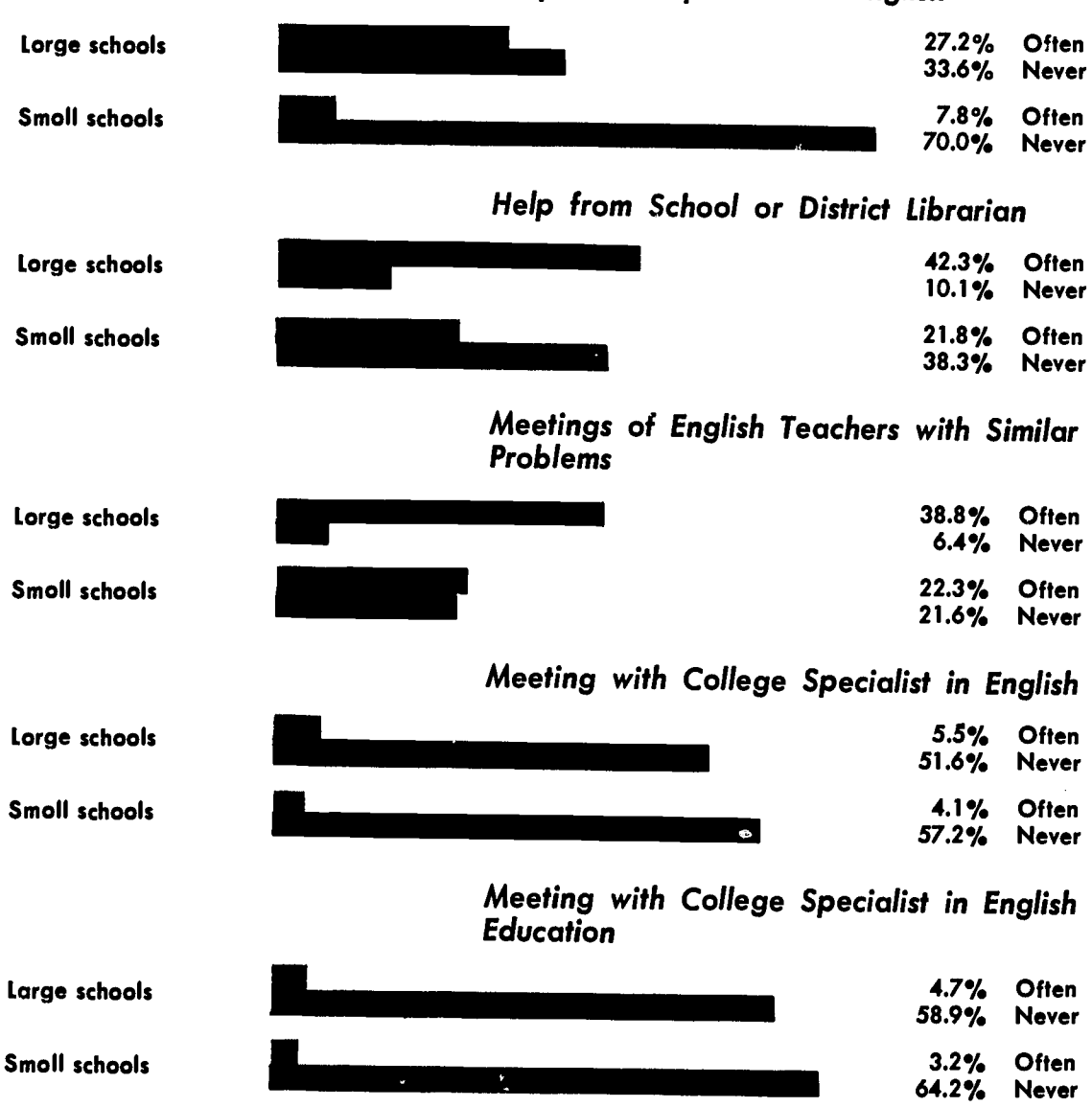
A comparison of the consultant help available to teachers of English in large high schools (over 1,000 enrollment) and small high schools (under

[21]Committee on National Interest, *op. cit.*, pp. 62-87.

CHART II

Consultant Help Available to Teachers of English in Large and Small Schools

(Percent of total responding—n=1,951 large schools, n=1,180 small schools)



250 enrollment) is presented in Chart II. Although the amount of consultant help available even in the large schools tends to be limited, the problems of the small school are more acute. In none of our schools, apparently, are large-scale attempts made to bring high school teachers of English and college teachers of English together. Indeed the discovery that close to three-fifths of America's high school teachers of English never have an opportunity to confer with a college professor in planning or revising

English programs is compelling evidence that the division between secondary education and higher education continues to retard continuous program planning.

Inadequacies in supervision and in consultant help provided in large schools are also revealed by the findings. If English supervisors and school and district librarians are available in such schools, then opportunities must be found to make their help available to classroom teachers. If specialized supervisors and librarians are not available, school boards would do well to consider whether the employment of such consultants would not be a reasonable and relatively inexpensive first step which could be taken to provide help for teachers of English.

Regional differences in the frequency of conferences between teachers of English and outside consultants are analyzed in Table 33. Apparently help from specialized English supervisors is more likely to be available to secondary teachers in the Middle Atlantic states and least likely to be

TABLE 33

Regional Differences in Frequency of Meetings and Conferences to Improve Instruction

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Frequency of Conferences									
		School English Supervisor		School or District Librarian		Other Teachers of English		College Specialist in English		College Specialist in English Education	
		Often	Never	Often	Never	Often	Never	Often	Never	Often	Never
Total nationally	7,417	16.3	53.4	36.3	19.1	33.8	10.5	4.9	56.4	3.7	63.8
New England	176	24.0	52.0	29.0	26.2	32.7	8.8	2.9	68.4	3.7	76.1
Middle Atlantic	536	26.5	40.0	39.7	15.3	37.8	10.3	3.0	58.4	2.2	66.3
Southeast	383	13.9	46.7	39.5	14.3	37.7	5.1	5.2	49.2	4.1	55.3
Midwest	676	13.8	55.6	34.6	17.3	33.4	8.7	3.4	58.9	2.2	66.8
Southwest	183	23.6	44.7	39.8	17.5	42.5	7.8	6.5	47.1	4.7	54.4
Northwest	207	13.8	53.5	38.3	24.6	31.5	11.0	7.0	53.1	5.2	60.0
Far West	211	21.0	46.0	35.1	15.7	35.7	6.1	9.8	48.0	6.9	56.1

made available in the Midwest and Northwest. Since both the Midwest and the Northwest have a higher percentage of English classes assigned to nonmajors than do schools in other regions, the absence of English supervisors in these localities is especially distressing.

2

TABLE 34

Frequency of Group or Individual Meetings with a Specialist in English or the Teaching of English

Regional Category of Teachers	Percent of Teachers Reporting Meetings within Periods of Time						
	Within a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than Ten Years	Never
All nationally	56.1	10.2	5.6	4.2	2.0	1.1	20.8
New England	50.4	9.9	2.1	6.4	2.1	1.4	27.7
Middle Atlantic	61.8	7.4	3.9	4.6	2.5	0.8	17.0
Southeast	59.6	12.2	6.4	3.1	1.2	1.8	15.6
Midwest	52.3	11.1	6.5	4.1	1.6	0.9	23.5
Southwest	66.3	10.7	3.9	2.8	1.7	1.7	12.9
Northwest	53.8	9.8	4.6	3.5	1.2	0.0	27.1
Far West	59.3	8.8	4.4	7.1	1.6	0.0	18.7

Few meet with college professors

From 47 to 76 percent of the teachers in all regions report that they have never had an opportunity to confer with a college specialist in English or the teaching of English and only in the Far West do as many as 10 percent of the teachers in any group report that they have often had such conferences. Small wonder then that few teachers of English come to regard such conferences as valuable. The responsibility for arranging such meetings falls jointly on the colleges and schools. Departmental chairmen at all levels of education should consider undertaking action to break down this isolation of schools from colleges. Answers to another question indicated, however, that if many teachers do not have an opportunity to confer with college specialists in English or the teaching of English, about half do so only in groups. Presumably these meetings occur at school sponsored workshops or institutes or at professional meetings, and the size of group meetings was not specified in the report. As many as 56.1 percent of the secondary teachers report having attended such meetings within a year. However, more than 20.8 percent of the group have never even had this opportunity. The basic data indicate that teachers in the Southwest have attended the greatest number of such meetings (66.3 percent within a year) and that teachers in New England have apparently attended the fewest (50.4 percent). See Table 34.

Workshops, Institutes, and Professional Meetings

One important way of providing for the continuing education of teachers of English is through the organization of workshops, institutes, and

professional meetings. When well planned, such meetings provide important information and insights into all aspects of English, give teachers the opportunity to discuss problems with others, and make available to teachers qualified outside consultants.

American schools rely heavily on providing inservice education through school sponsored workshops and institutes. In this study only 29.3 percent of the teachers responding work in systems which never hold such meetings. An annual institute seems to be the prevailing pattern, some 48.1 percent of the teachers reporting this occurrence. An additional 13.7 percent attend institutes semi-annually and 2.2 percent, biennially. For almost half of the teachers (48.4 percent), attendance at such institutes or workshops is mandatory, the regional breakdowns suggesting that teachers in New England tend to have somewhat more freedom in deciding whether to attend and teachers in the Far West somewhat less choice than their colleagues elsewhere. See Table 35. The permissiveness of attendance policies in New England may reflect a lack of interest in workshops there. Findings reveal fewer regular institute programs in that region than in any other.

Institute workshops are popular

TABLE 35

Basis of Teacher Attendance at Institutes

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Attendance		
		Voluntary	Expected	Mandatory
All nationally	5,278	11.4	40.2	48.4
New England	176	14.7	54.7	30.6
Middle Atlantic	536	13.0	35.2	51.8
Southeast	383	11.9	41.0	47.1
Midwest	676	11.9	38.7	49.4
Southwest	183	16.5	43.9	39.6
Northwest	207	12.8	48.8	38.4
Far West	211	8.8	34.1	57.1

Unfortunately, about two-thirds of the emphasis at such district planned institutes, workshops, and conferences is not directed toward the improvement of the teaching of English. As Table 36 indicates, 47.5 percent of English teachers nationally report that less than 25 percent of the content of school sponsored institutes deals with instructional problems in English, and in some regions (especially the Northwest) the lack of emphasis on English looms even larger. School administrators and supervisors must necessarily plan some meetings dealing with general educational problems of concern to teachers in every subject. Such general institutes contribute to an edu-

Only 25% of time deals with English

TABLE 36

Percent of Time in School Institutes Devoted to Content or Method in English (percent of teachers responding)

Regional Category of Teachers	Number Responding	Percent of Institute Time Devoted to English				
		Less Than 10% Time	10-25% Time	26-50% Time	51-75% Time	76-100% Time
All nationally	4,994	31.2	16.3	16.4	14.6	21.4
New England	176	18.3	25.3	12.7	15.5	28.2
Middle Atlantic	536	25.8	13.3	18.2	18.8	23.9
Southeast	383	21.9	12.7	20.0	15.0	30.4
Midwest	676	36.2	21.0	16.3	12.3	14.2
Southwest	183	25.6	16.5	14.3	14.3	29.3
Northwest	207	41.0	19.7	8.5	13.7	17.1
Far West	211	31.0	18.0	13.7	13.7	23.6

cational program in many ways. But if improvement of instruction in a subject is an important goal of the supervisory effort in a school system, administrators would do well to assess their continuing policies in regard to the planning of the institutes. The evidence provided here suggests that institutes and conferences devoted largely or entirely to the improvement of instruction in English are available to only 21.4 percent of American teachers of English.

Additional evidence that the majority of high school English teachers do not have an opportunity to attend local workshops devoted exclusively to the teaching of English is indicated in responses to questions concerning the frequency of attendance at professional meetings and voluntary workshops. See Table 37. Although 31.8 percent of the teachers report attending

TABLE 37

Frequency of Attendance at Professional Meetings and Workshops

Recency of Attendance	Teachers Reporting Attendance at Meetings							
	Local or Regional Meeting of English Teachers (other than district meeting)		State Meeting of English Teachers		National Meeting of English Teachers		Voluntary English Workshop	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than a year	3,508	54.2	1,815	30.0	276	5.1	1,916	31.8
One year	617	9.5	472	7.8	166	3.1	599	9.3
Two years	313	4.8	292	4.8	164	3.0	379	6.3
Three to five years	262	4.0	271	4.5	165	3.1	313	5.2
Five to ten years	142	2.2	134	2.2	111	2.1	162	2.7
More than ten years	108	1.7	117	1.9	83	1.5	85	1.4
Never	1,525	23.6	2,942	48.8	4,418	82.1	2,613	43.3

a voluntary English workshop within one year, some 43.3 percent report never attending a workshop voluntarily.

Half attend professional meetings

The important contribution which professional associations make to the continuing education of teachers of English is indicated in the responses here. Over half of the teachers reported attending a local or regional meeting of English teachers within the previous year, 30 percent attended a state meeting of English teachers, and 5.1 percent attended a national meeting. Clearly, professional associations offer an important resource to all classroom teachers. The data seem to justify whatever support school districts can provide for encouraging participation of teachers in such professional meetings.

Departmental chairmen, members of the National Council of Teachers of English, and experienced teachers are those most likely to attend professional meetings, according to the information presented in Table 38. A smaller percentage of beginning teachers, teachers in small schools, and teachers in junior high schools report attending such meetings than do the teachers in general, a finding which suggests that both school districts and professional associations might offer greater encouragement to such teachers.

An examination of the percentage of teachers who rarely or never participate in such activities (Table 39) again reveals the isolation of junior high school teachers and of beginning teachers of English. Inasmuch as such a high percentage of experienced teachers attends and therefore seems to recognize the value of professional meetings of English teachers, these individuals might do well to encourage participation of their colleagues.

The strong impact made by local and regional associations of teachers of English is evident in the data. For a large number of secondary teachers, the national meetings—and sometimes the state meetings—are geographically remote. Slightly fewer than 20 percent of the total English teacher group report attending a national meeting of English teachers, and this percentage is reasonably constant in all geographic regions (Table 40), except that it drops rather sharply in the Southwest and the Northwest, areas which have not yet seen a national English meeting.

Many have not attended institutes

Regional differences in the percent of English teachers attending state and local meetings, as well as voluntary English workshops, are presented in Tables 41, 42, and 43. The high percentage of teachers in the Far West who have never attended a state meeting of English teachers (61.5 percent) is notable. Distances between localities may militate against widespread participation in state English meetings in the Far West. Partly compensating for the lower degree of involvement of teachers in statewide meetings is the number of English workshops planned in the Far West. Some 60 per-

TABLE 38

Percent of Teachers Participating Frequently in Selected Professional Activities

Meetings in Which Teachers Have Participated within One Year	Percent of Teachers by Category							
	All Teachers Nationally (n = 7,417)	Departmental Chairmen (n = 1,064)	Teachers in Large Schools (n = 1,951)	Teachers in Small Schools (n = 4,180)	Teachers in Junior High Schools (n = 4,300)	NCTE Members (n = 2,713)	Beginning Teachers (n = 1,227)	Experienced Teachers (n = 1,958)
Local or regional meeting of English teachers	63.7	77.7	68.4	54.6	60.1	70.4	57.4	73.0
State meeting of English teachers	37.8	53.0	39.5	33.9	33.4	50.1	29.7	41.0
National meeting of English teachers	8.2	15.1	11.9	5.5	7.0	14.5	5.3	12.2
Voluntary English workshops	41.1	56.4	45.8	31.2	38.4	50.1	33.2	48.8

TABLE 39

Percent of Teachers Who Rarely or Never Participate in Professional Activities

Meetings Which Teachers Rarely or Never Attend	Percent of Teachers by Category							
	All Teachers Nationally (n = 7,417)	Dept. Chairmen (n = 1,064)	Teachers in Large Schools (n = 1,951)	Teachers in Small Schools (n = 4,180)	Junior H. S. Teachers (n = 4,300)	NCTE Members (n = 2,713)	Beginning Teachers (n = 1,227)	Experienced Teachers (n = 1,958)
Local or regional meeting of English teachers	25.3	11.9	20.3	33.3	46.1	18.4	36.9	13.6
State meetings of English teachers	50.7	35.0	65.3	55.7	55.5	37.4	66.0	33.4
National meetings of English teachers	83.6	70.4	75.7	95.7	86.4	73.6	90.9	73.4
Voluntary* English workshops	44.7	28.1	37.5	56.7	48.1	34.6	61.9	30.0

TABLE 40

Frequency of Attendance at National Meetings of English Teachers

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Attendance within Periods of Time						
		Within a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than Ten Years	Never
All nationally	5,383	5.1	3.1	3.0	3.1	2.1	1.5	82.1
New England	176	2.7	4.4	1.8	3.5	3.5	2.7	81.4
Middle Atlantic	536	4.1	3.9	3.4	4.4	3.2	1.0	80.0
Southeast	383	7.9	3.0	2.2	2.2	1.9	1.1	81.6
Midwest	676	4.2	3.4	4.8	3.4	2.4	3.0	78.6
Southwest	183	4.4	0.7	0.7	2.0	1.5	0.0	90.4
Northwest	207	5.0	2.8	3.5	2.1	0.7	0.0	85.8
Far West	211	6.9	3.1	3.8	3.8	2.5	4.4	75.5

TABLE 41

Frequency of Attendance at State Meetings of English Teachers

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Attendance within Periods of Time						
		Within a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than Ten Years	Never
All nationally	6,043	30.0	7.8	4.8	4.5	2.2	1.9	48.8
New England	176	37.1	9.8	3.0	6.8	2.3	1.5	39.4
Middle Atlantic	536	28.8	7.5	4.6	4.2	2.2	1.1	51.6
Southeast	383	29.7	10.6	6.6	5.6	2.6	2.3	42.6
Midwest	676	34.0	7.7	5.2	3.4	2.1	1.8	45.8
Southwest	183	20.7	6.0	6.0	7.3	2.0	3.3	41.6
Northwest	207	41.6	8.1	2.3	2.3	1.7	2.3	41.6
Far West	211	18.3	4.1	5.3	5.3	4.7	0.6	61.5

TABLE 42

Frequency of Attendance at Local or Regional Meetings of English Teachers

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Attendance within Periods of Time						
		Within a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than Ten Years	Never
All nationally	6,475	54.2	9.5	4.8	4.0	2.2	1.7	23.6
New England	176	48.3	13.3	4.9	5.6	2.1	0.7	25.1
Middle Atlantic	536	58.4	9.1	3.8	3.4	2.5	2.1	20.7
Southeast	383	58.3	8.6	2.5	3.4	1.9	1.5	23.8
Midwest	676	56.5	9.1	6.3	3.7	1.7	1.8	20.9
Southwest	183	59.4	10.9	4.6	2.9	3.4	1.1	17.7
Northwest	207	50.3	10.6	2.8	3.4	2.2	0.6	30.1
Far West	211	46.8	9.0	5.3	6.4	2.1	1.6	28.7

TABLE 43

Frequency of Attendance at Voluntary English Workshops

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Attendance within Periods of Time						
		Within a Year	One Year	Two Years	3-5 Years	5-10 Years	More Than Ten Years	Never
All nationally	6,027	31.8	9.3	6.3	5.2	2.7	1.4	43.3
New England	176	24.8	7.5	6.8	7.5	2.3	1.5	49.6
Middle Atlantic	536	30.8	11.4	6.8	6.2	2.9	1.5	40.4
Southeast	383	29.9	7.6	7.6	6.2	2.8	1.4	45.5
Midwest	676	32.8	7.8	5.6	6.5	2.6	2.0	42.6
Southwest	183	48.4	8.8	4.4	5.0	2.5	0.6	30.2
Northwest	207	25.2	7.5	6.9	5.0	2.5	0.6	52.2
Far West	211	41.8	13.6	7.6	5.4	2.2	0.0	29.3

cent of the respondents there participated in voluntary English workshops during the past two years, compared with a national average of 46.4 percent. In other regions, workshops and local meetings of English teachers also attract a substantial portion of the English group; yet close to 25 percent of the teachers say they have never attended such professional meetings, and more than 40 percent have never attended a workshop.

PROFESSIONAL READING AND PROFESSIONAL ASSOCIATION

Key Findings

45.3 percent of secondary English teachers do not have professional libraries available in their school.

More secondary teachers of English regularly read the *English Journal* than any other professional publication devoted to English, but these readers number only 44.8 percent of all English teachers nationally.

Only 34.6 percent of all secondary teachers of English report they are members of the National Council of Teachers of English, although more English majors belong than do nonmajors.

Experimentation with new administrative patterns for teaching English is slight. Fewer than 12 percent of the teachers report any of their colleagues experimenting with team teaching, large group instruction, lay readers, or programed learning.

Professional meetings and workshops for teachers of English have an important purpose. Although only a small percentage of secondary teachers seems able to attend national meetings, participation appears to increase when meetings are located closer to the teacher's own district. A majority of teachers report attending a state meeting of English teachers—30 percent within the year immediately preceding—and 31.8 percent have participated during this interval in a voluntary English workshop. Slightly over half say they have been to a local or regional meeting within one year. Even so, the discovery that from 23.6 percent to 48.8 percent of all secondary teachers of English have never attended workshops or professional meetings within their states, regions, or localities suggests that professional associations are failing to reach a substantial number of teachers.

Almost 90 percent of American teachers of English believe that the reading of professional books and journals about English helps them in their teaching. See Table 29. Despite the important contribution which such reading may make to the continuing education of teachers of English, nearly 50 percent of the secondary teachers of English report that libraries of professional books are not available in their schools or school districts. See Table 44. Large schools, especially those in the Middle Atlantic region, are more likely to provide professional libraries for teachers of English than are smaller schools, particularly in New England and the Southeast. Given the conditions faced by many small schools, the failure to provide adequate consultant help is as understandable as is their employment of many nonmajors in English who may seem capable of teaching classes in two or

50% lack professional libraries

TABLE 44

Availability of Professional Library for Teachers in the Nation's Schools

Category of Teachers	Number Responding	Percent of Teachers Reporting Availability	
		Available	Not Available
All teachers nationally	6,972	54.7	45.3
Teachers in large schools	1,951	68.7	31.7
Teachers in small schools	1,180	37.8	62.2
New England teachers	176	47.0	53.0
Middle Atlantic teachers	539	66.0	34.0
Southeast teachers	383	49.6	50.4
Midwest teachers	676	61.6	38.4
Southwest teachers	183	63.1	36.9
Northwest teachers	207	53.8	41.7
Far West teachers	211	59.6	40.4

three subjects. Understandable also, however unfortunate, is the inability of many teachers in small schools to attend professional meetings. All too frequently these schools are situated in regions far from major population areas. But given these problems of staffing and of providing for inservice education, administrators in such schools might well become aware of the fact that adequate professional libraries in English (and in other curricular areas) are unavailable in almost two-thirds of such schools. This condition stands as a commentary on a major problem confronting all who would improve the quality of American education. The failure of most small schools to budget even the minimal sums needed to develop small professional libraries, a failure perhaps in instructional leadership, awakens questions about the competence of local educational administrators to seek solutions to their educational problems without some outside consultant help and support.

English Journal rated high

When secondary teachers of English were asked to indicate the professional journals to which they subscribed, some 44.8 percent (or 3,323 of the 7,417 teachers responding), ranked number one the *English Journal,* official magazine of the Secondary Section of the National Council of Teachers of English. As Table 45 reveals, no other periodical was so frequently read. A comparison of the periodical reading of teachers in different groups reveals that 68.5 percent of the departmental chairmen subscribe to the *English Journal,* as do 59.4 percent of the experienced teachers. See Table 46. Only slightly more than a third of the first and second year teachers subscribe to the *English Journal,* indicating that the magazine may not yet have been called to their attention. Nonmajors in English and junior high school teachers of English, a substantial number of whom lack the major

TABLE 45

National Professional Journals on English Teaching to Which Teachers Subscribe

Rank Order	Journal	Teachers Subscribing	
		Number	Percent
1	English Journal	3,323	44.8
2	College English	400	5.4
3	Elementary English	192	2.6
4	College Composition and Communication	138	1.7
5	The Reading Teacher	108	1.5
6	The Speech Teacher	81	1.1

TABLE 46

National Professional Periodicals on English Teaching Regularly Read by Teachers

Category of Teachers	Number Responding	Percent of Teachers Who Read Periodicals					
		Elementary English	English Journal	College Composition & Communication	College English	The Speech Teacher	The Reading Teacher
All teachers nationally	7,417	2.6	44.8	1.7	5.4	1.1	1.5
Departmental chairmen	1,064	3.6	68.5	4.9	13.1	1.3	2.7
English majors	4,317	3.4	50.0	2.4	5.4	0.9	1.3
Nonmajors	2,713	2.5	38.3	1.6	4.6	0.8	1.6
Junior high school teachers	4,300	3.6	40.0	1.0	4.0	1.2	1.8
Experienced teachers	1,958	4.5	59.4	2.2	5.8	0.7	2.2
Beginning teachers	1,227	0.9	33.9	0.9	3.9	1.2	0.2

in English, do not subscribe to the magazine as extensively as do others who may have a less urgent need for the help it offers.

But if only 44.8 percent of the secondary teachers of English subscribe to the *English Journal,* nationally, an even smaller number (34.6 percent, or 2,566 of the 7,417 teachers) report that they are members of the National Council of Teachers of English. In the Council no difference exists between individual subscriptions and memberships, a fact which suggests either that 14.2 percent of the *Journal* readers are confused about their memberships or, more likely, that the discrepancy of 14.2 percent between individual memberships and subscriptions represents the percentage of *Journal* subscriptions which are underwritten by school districts. Whatever the percentage, the fact that more than half of the nation's secondary teachers of English do not belong to the national subject matter association for teachers must deeply concern those worried about professional standards. As was reported earlier, about half of those assigned to English classes do not have majors in English.[22] That fact coupled with the data on professional membership suggests that a number of nonmajors assigned to English classes may never feel full professional commitment to the subject, regardless of the length of their service.

As the data in Table 47 indicate, the highest percentage of Council members occurs among the experienced teachers of English, those who, through sixteen or more years in the schools, have learned the values of professional associations. Many more English majors than nonmajors have joined NCTE, and this difference is reflected in membership in state, regional, and local English associations. Throughout this report the basic data

Nonmajors live in isolation from subject

[22]See pages 19-21.

TABLE 47

Membership in Selected Professional Associations Reported by Teachers in Different Groups

Category of Teachers	Number Responding	Percent of Teachers Reporting Membership					
		NCTE	State English Ass'n	Regional English Ass'n	Local English Ass'n	Local, State, Nat'l Educ. Ass'ns	Other Professional Ass'ns
All teachers nationally	7,417	34.6	27.8	9.7	18.2	58.5	15.3
Experienced teachers (16+ years)	1,958	48.3	42.5	16.1	25.3	58.0	17.9
Beginning teachers	1,227	28.1	19.2	5.4	12.1	57.3	8.2
English majors	4,317	41.6	34.0	10.7	18.6	59.2	11.6
Nonmajors	3,113	26.2	20.6	7.4	12.7	50.1	13.9
Junior high school teachers	4,300	32.6	23.5	7.8	16.5	58.1	13.5

have continually revealed the nonmajor group to be less well prepared in English and less interested and willing to overcome initial deficiencies than are the group with the major in English. Even assignment to English classes fails to stimulate many nonmajors to enroll in course work, to attend professional meetings in English, or to engage in professional reading in English. The percentage of nonmajors who join local, state, and national educational associations, also, falls considerably below that of the other groups. One cannot help speculating about the personal and professional characteristics of many of these nonmajors who are teaching out of the field in which they specialized in college and are unwilling to seek mastery of a new one.

The data in Table 48 concern the percent of English teachers who are members of professional associations and reveal the great number of teach-

TABLE 48

Membership in Selected Professional Organizations Reported by Teachers in Different Regions

Regional Category of Teachers	Number Responding	Percent of Teachers Reporting Membership					
		NCTE	State English Ass'n	Regional English Ass'n	Local English Ass'n	Local, State, Nat'l Educ. Ass'ns	Other Professional Ass'ns
All nationally	7,417	36.40	27.80	9.70	18.20	58.50	13.10
New England	176	31.82	18.18	9.66	5.11	53.40	8.42
Middle Atlantic	536	32.65	25.19	12.31	17.54	57.46	8.22
Southeast	383	39.16	38.90	10.97	28.72	59.79	9.14
Midwest	684	36.55	30.99	8.19	16.23	56.29	13.89
Southwest	193	29.01	13.99	12.95	22.28	66.84	10.36
Northwest	207	31.88	26.09	3.38	16.42	55.07	7.73
Far West	211	40.28	20.38	14.69	15.64	59.71	18.00

ers who are not members of any association in English. In some areas, the great numbers of teachers who are not members of English associations have yet to be organized. Six states do not have English associations, and many teachers are situated at present in localities in which teachers of English have not yet organized local professional associations.

Impact of New Administrative Arrangements for Instruction

Is there any way to measure the impact of professional reading, of association membership, of institutes and workshops, and of consultant help?

Innovations minimal in nation's schools

The data in this survey indicate vast numbers of secondary teachers of English who are not receiving help from one or more of these sources. Graphic evidence is presented in Table 49. To suggest the extent to which several new (and not so new) administrative approaches to the teaching of English are being introduced in classrooms throughout the country, respondents were asked to indicate the extent to which English teachers in their schools were using any of thirteen much publicized approaches, ranging from classes in remedial reading and advanced placement classes to lay readers, ungraded classes, and demonstration teaching. In no case did a majority of the responding teachers report the introduction in their schools of any one of these approaches. Most frequent innovation, according to this study, is provision for English classes for slow students, reported by 44.8 percent or the teachers, followed closely by special English classes for the gifted (41.1 percent) and classes in remedial reading (40.9 percent).

TABLE 49

Frequency of Use of Certain Approaches to Teaching English as Reported by Teachers

Rank Order	Administrative Arrangement for Teaching English	Teachers Reporting Use	
		Number	Percent
1	English classes for slow students	3,329	44.8
2	English classes for gifted students	3,048	41.1
3	Classes in remedial reading	3,041	40.9
4	Advanced placement classes	1,996	27.0
5	Small group instruction	1,131	15.2
6	Use of programed learning	876	11.8
7	Interschool visitation	870	11.8
8	Use of teaching machines	771	10.4
9	Team teaching	740	10.0
10	Large group instruction	563	7.6
11	Use of lay readers	518	7.0
12	Demonstration teaching	375	5.5
13	Ungraded classes	231	3.1

Advanced placement classes are reported by 27 percent of the responding group.

During recent years, team teaching, teaching machines, lay readers, demonstration teaching, ungraded classes, and programed learning have received much attention in professional journals and meetings. Yet such practices are affecting only a small percentage of schools and teachers in English. Whether such administrative arrangements have much to contribute to the teaching of English cannot be determined without adequate trial. The present lack of innovation and experimentation seems to be one result of the national failure to provide for the continuing education of American teachers. It may be reflected as well in an unwillingness of many English teachers to concern themselves with other developments in the field: new modes of curricular organization in English, insights into the nature of language learning, concern over concept development, new studies of the essential structure of the subject. Again and again the evidence in this report supports the thesis that help for teachers obtainable through courses, institutes, professional journals, and supervision is failing to reach as many as half of the secondary English group and possibly more.

INCENTIVES TO ENCOURAGE CONTINUING EDUCATION

Key Findings

55.8 percent of American school districts do not require regular evidence of professional growth by English teachers.

More school districts rely on salary increments than on any other incentive for encouraging continuing education.

22.7 percent of the English teachers have been prevented from completing course work because of financial need.

An estimated 800 English teachers nationally receive financial assistance for graduate study each year from a limited number of local, state, and independent sources, whereas during 1962 alone, 51,393 teachers in other subjects received grants from the federal government.

How best can teachers be encouraged to maintain continuous educational growth? Many school districts employing respondents in this study require evidence of regular professional growth, some 46.2 percent of all

teachers nationally indicating that they were asked to meet such a requirement. See Table 50. More schools in the Far West insist upon such hurdles than do those in other areas; a smaller number do in the Southeast and the Middle Atlantic states.

According to Table 51, penalties assigned to teachers who fail to satisfy these professional growth requirements vary from loss of increment in 43.5 percent of the cases, lack of advancement in 22.3 percent, and loss of position in 21.3 percent. Loss of position is reported as the penalty by 55.4 percent of the teachers in the Southwest. The effectiveness of these penalties may be estimated by reviewing the professional growth reported by teachers of various regions earlier in this study.

Salary increments appear to be the most widely used incentive to encourage continuing education. According to the figures in Table 52, 49.9 percent of all teachers nationally report increments used in this way, and the practice appears particularly widespread in the Far West (77.0 percent).

TABLE 50

Regularity of Requirements for Professional Growth

Category of Teachers	Number Responding	Percent of Teachers Reporting Regular Requirements	Percent of Teachers Reporting No Requirement
All teachers nationally	5,293	46.2	53.8
New England teachers	176	57.3	42.7
Middle Atlantic teachers	536	37.8	62.2
Southeast teachers	383	41.6	58.4
Midwest teachers	676	55.7	44.3
Southwest teachers	183	54.2	45.8
Northwest teachers	207	29.1	40.9
Far West teachers	211	62.1	37.9

TABLE 51

Penalties Reported for Failure to Satisfy Requirements for Professional Growth

Category of Teachers	Percent of Teachers Reporting Penalties			
	Loss of Increment	No Advancement	Loss of Position	Other Penalties
All teachers nationally	43.5	22.3	21.3	12.9
New England teachers	49.3	24.0	14.7	12.0
Middle Atlantic teachers	41.3	21.9	17.3	19.4
Southeast teachers	17.1	19.3	38.0	25.6
Midwest teachers	56.5	23.0	13.9	6.6
Southwest teachers	16.9	13.3	55.4	14.4
Northwest teachers	42.6	22.2	23.1	12.0
Far West teachers	54.1	28.9	10.4	6.6

Less widely used, but perhaps more effective when used with care, are released time during the school year, reported used by only 23.7 percent of all respondents and then usually rarely, and sabbatical leave policies, reported by 41.4 percent of the teachers but used frequently only in 6.9 percent of the cases. See Tables 53 and 54. The possibilities which the sabbatical leave offers for the study of language, literature, and composition in great depth and the few opportunities which teachers currently have for such leaves suggest that districts might well consider adopting such policies as one way of encouraging advanced study.

Schools arrange courses

More than 70 percent of all schools occasionally make arrangements for local extension courses, and some 26.9 percent do so frequently. See Table 55. The practice appears to be especially widespread in the Northwest and the Far West. Almost 30 percent of the districts underwrite—at least rarely—the partial or complete tuition costs and fees of teachers wishing to take course work. See Table 56. And more than 20 percent of the schools have

TABLE 52

Frequency of Use of Salary Increments and Merit Pay as Stimulus for Continuing Education

Category of Teachers	Number Responding	Percent of Teachers Reporting Increments			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	6,182	49.9	13.9	5.7	30.5
New England teachers	176	50.7	20.8	4.9	23.6
Middle Atlantic teachers	536	59.5	11.9	4.3	24.3
Southeast teachers	383	28.8	17.4	6.0	47.8
Midwest teachers	676	58.1	14.3	5.4	22.2
Southwest teachers	183	40.9	12.8	5.1	40.2
Northwest teachers	207	47.8	22.4	9.9	19.9
Far West teachers	211	77.0	10.5	0.5	12.0

TABLE 53

Frequency of Use of Released Time during School Year as Stimulus for Continuing Education

Category of Teachers	Number Responding	Percent of Teachers Reporting Released Time			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	5,084	1.4	6.9	15.4	76.3
New England teachers	176	0.8	8.2	18.0	73.0
Middle Atlantic teachers	536	1.8	8.8	22.0	67.4
Southeast teachers	383	1.9	7.6	13.0	77.5
Midwest teachers	676	0.6	8.9	17.7	72.8
Southwest teachers	183	1.5	7.6	16.0	74.8
Northwest teachers	207	0.8	4.7	17.3	77.2
Far West teachers	211	3.5	4.9	18.2	73.4

TABLE 54

Frequency of Reliance on Sabbatical Leave as Stimulus for Continuing Education

Category of Teachers	Number Responding	Percent of Teachers Reporting Sabbatical Leave			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	5,071	6.9	15.7	18.8	58.6
New England teachers	176	2.6	14.7	18.1	64.6
Middle Atlantic teachers	536	9.9	26.3	28.9	34.9
Southeast teachers	383	9.0	14.1	18.4	58.4
Midwest teachers	676	4.6	15.8	17.4	62.2
Southwest teachers	183	0.8	14.4	18.2	66.6
Northwest teachers	207	4.7	20.5	15.7	59.1
Far West teachers	211	17.6	26.1	27.5	28.8

been known to offer teachers stipends for summer study, although only 2 percent do so frequently. See Table 57.

Lack of funds, lack of opportunity, and the impossibility of traveling are among the reasons cited most frequently by teachers to explain their failure to complete inservice or summer credit courses in English and the teaching of English. Table 58 summarizes the basic data. Some 22.7 percent clearly identify financial need as preventing them from enrolling in such courses, and high among the other explanations offered by 21.7 percent of the teachers is the difficulty of arranging travel to college and extension centers. More widespread adoption of some of the incentives for professional growth mentioned above, such as complete or partial payment of tuition, would no doubt encourage a greater percentage of teachers to enroll in inservice courses. Only 30.7 percent are prevented from doing so by family responsibilities; probably such obligations are to a considerable extent financial. Only 19.6 percent are sufficiently complacent or

TABLE 55

Frequency with Which Schools Make Arrangements for Local Extension Courses

Category of Teachers	Number Responding	Percent of Teachers Reporting Extension Courses			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	5,585	26.9	28.6	14.6	29.9
New England teachers	176	21.5	37.0	14.8	26.7
Middle Atlantic teachers	536	24.6	33.1	16.8	25.5
Southeast teachers	383	35.8	23.6	16.6	24.0
Midwest teachers	676	27.3	27.9	15.6	29.2
Southwest teachers	183	21.3	31.9	14.2	32.6
Northwest teachers	207	37.7	26.7	17.8	17.8
Far West teachers	211	26.7	34.3	14.8	14.2

TABLE 56

Frequency with Which School Districts Underwrite Partial or Complete Tuition Costs and Fees

Category of Teachers	Number Responding	Percent of Teachers Reporting Tuition Payments			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	5,156	10.3	8.5	9.2	72.0
New England teachers	176	13.5	15.8	11.3	59.4
Middle Atlantic teachers	536	14.7	11.8	8.8	64.7
Southeast teachers	383	6.3	9.0	10.4	74.3
Midwest teachers	676	12.5	8.1	10.7	68.7
Southwest teachers	183	2.2	7.5	6.8	83.5
Northwest teachers	207	7.7	6.2	8.6	77.5
Far West teachers	211	1.4	8.7	12.2	77.7

sufficiently well prepared to consider their preparation already adequate. Clearly substantial numbers of teachers are interested in further study.

When asked whether they would take advantage of summer or inservice courses if financial assistance were available, an overwhelming 76 percent of the national group respond affirmatively. As indicated in Table 59, regional responses were equally strong.

Teachers of English have not enjoyed the scholarships and fellowships which have been made available by the federal government to their colleagues in science, foreign languages, and mathematics. Francis Keppel, United States Commissioner of Education, reports that during the first four years of foreign language institute programs under the National Defense Education Act, 10,321 teachers received instruction in 218 modern foreign language institutes and that, during 1962 alone, the National Science Foundation supported 911 institutes for some 40,800 science and mathe-

40,800 science and math teachers get help—800 in English

TABLE 57

Frequency with Which School Districts Offer Teachers Stipends for Summer Study

Category of Teachers	Number Responding	Percent of Teachers Reporting Stipends			
		Frequently	Sometimes	Rarely	Never
All teachers nationally	5,156	2.0	10.3	9.5	78.2
New England teachers	176	0.8	11.8	10.9	76.5
Middle Atlantic teachers	536	0.8	12.1	10.4	76.7
Southeast teachers	383	3.5	11.6	11.2	73.6
Midwest teachers	676	3.5	10.1	8.8	77.6
Southwest teachers	183	0.7	5.9	5.2	88.1
Northwest teachers	207	0.8	5.0	9.2	84.9
Far West teachers	211	0.7	11.1	9.0	79.2

TABLE 58

Reasons for Failure to Complete Inservice or Summer Credit Courses

Reasons Ranked in Order of Frequency	Teachers Responding	
	Number	Percent
1. Family responsibilities prevented	1,467	30.7
2. Lack of money prevented	1,066	22.7
3. Other reasons prevented (health, distance)	1,002	21.7
4. Preparation already adequate	936	19.6
5. Opportunities unavailable	292	6.1

TABLE 59

Degree of Interest in Taking Summer or Inservice Course if Financial Assistance Were Available

Category of Teachers	Number Responding	Percent of Teachers Responding	
		Probably Would Apply	Probably Would Not Apply
All teachers nationally	6,576	76.0	24.0
New England teachers	176	72.4	27.6
Middle Atlantic teachers	536	69.4	30.6
Southeast teachers	383	82.3	17.7
Midwest teachers	676	73.6	26.4
Southwest teachers	183	77.8	22.2
Northwest teachers	207	78.4	21.6
Far West teachers	211	77.1	22.9

matics teachers, 90 percent of them from the elementary and secondary school.[23] Contrast this support with the picture of assistance available to English teachers shown in Table 60. During fiscal 1962, also, four federal agencies expended $74,906,000 in direct support to improve the competence of elementary, secondary school, and college teachers, yet not one cent of assistance was provided for English and the humanities. An estimated 51,393 teachers attended institutes under the federal programs, and this in a single year. Yet Table 60 indicates that only 9.5 percent of American English teachers have ever received assistance of any kind over the past decade—not more than 90 per year—if estimates of 90,000 secondary teachers averaging nine years of experience are correct.[24] Providing for the continuing education of teachers of mathematics and science and foreign

[23]Testimony of Francis Keppel, Commissioner of Education, U. S. Department of Health, Education, Welfare, before the Committee on Education and Labor, United States House of Representatives, on February 5, 1963.

[24]"The Federal Government and Education," prepared by the Committee on Education and Labor, Eighty-First Congress, Superintendent of Documents, Washington, D. C., p. 34.

TABLE 60

Number of Grants or Fellowships Reported by 7,417 Secondary English Teachers

Rank Order	Specific Fellowships or Scholarships	Teachers Reporting Grants	
		Number	Percent
1	University fellowship or scholarship	140	1.9
2	Scholarship from Commission on English of College Entrance Examination Board	111	1.5
3	Locally sponsored grant	94	1.2
4	State sponsored summer grant	68	0.9
5	John Hay Fellow grant	27	0.3
6	Miscellaneous other grants	264	3.7
	Total receiving grants or fellowships of any kind	704	9.5

languages is essential. But such provisions are no less essential for the teachers of English whose needs have been graphically presented in this report.

CONCLUDING COMMENTS

The portrait of the continuing education of secondary teachers of English revealed through this survey is not an encouraging one. Considering the basic inadequacies of many undergraduate English majors and the fact that almost half of America's secondary teachers of English lack even a major in the subject, the need for carefully planned programs of continuing education is manifest. The participation of a large number of departmental chairmen in this study suggests that the report may provide a somewhat more favorable view of present conditions of inservice education than actually exist in many school districts. Even the most generous interpretation of the data here suggests that, for whatever reasons, the majority of English teachers and the majority of school districts are not at present involved in well-organized and carefully planned programs of inservice education. In answer to virtually every question used in this study, a large percentage of teachers, often a majority, indicated that specialized course work, supervision, teaching resources, and workshops and meetings appropriate to English are not continuously available, except perhaps during summers. Where courses, institutes, or professional meetings are planned for English teachers, teachers often cannot regularly attend. Certainly the data suggest paucity of planning for the educational needs of teachers, and, as James B. Conant indicates in his recent analysis of teacher education, without careful planning in relation to the actual

demands on the teacher, the inservice or extension course often accomplishes little.[25]

Too seldom do some teachers take courses in their areas of greatest deficiency. The data in this report suggest strongly that, given complete freedom of choice in selecting postgraduate courses, many teachers tend to gratify their present interests rather than to overcome their deficiencies in basic preparation. Nonmajors who are assigned English classes take far fewer courses than do those who already possess majors in the subject, and the nonmajors also display far less interest in professional reading and professional meetings. To a considerable extent, the development of intelligent programs of inservice education is a responsibility of school districts rather than the personal responsibility of teachers. The need for careful planning and coordination of inservice educational opportunities is clear, yet teachers reveal that many districts lack the subject supervision needed for such coordination. Moreover, although the overwhelming majority of teachers indicate an interest in advanced study in English if suitable courses and some financial assistance were available, the few opportunities provided for English teachers by local and independent funds stand in shocking contrast to the largess provided those in science, mathematics, and modern foreign languages by federally sponsored programs.

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[25]James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1963), pp. 198-199.

The [illegible] chers in English

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PART III

- Scope of the Survey
- Conditions under Which English Is Taught in Elementary Schools
- Preservice Education of the Elementary Teacher
- Continuing Course Work at Colleges and Universities
- Degrees Earned since Beginning Full-time Teaching
- Courses in Which Teachers Express Interest
- Conferences, Workshops, Professional Meetings
- Professional Reading and Professional Association
- Incentives to Encourage Continuing Education
- Concluding Comments

PART III

The Continuing Education of Elementary Teachers in English

SCOPE OF THE SURVEY

This survey of the continuing education of elementary school teachers in English was carried out according to the same procedures and time schedules which characterized the survey of secondary school teachers described on page 13. Principals in 10,000 randomly selected elementary schools were asked to distribute questionnaires to teachers. Within the deadline set for returning questionnaires, 3,030 teachers had responded. Although the total response, slightly more than 10 percent, is smaller than that for the secondary survey, this fact was to be expected. The same conditions surrounded the study in both cases: responses were solicited indirectly; the exhaustive questionnaire demanded considerable time to complete; the time limits were narrow. More important, as this survey reveals, elementary teachers on the whole do not think of themselves especially as teachers of English or of language arts. The differences between secondary and elementary teachers in patterns of professional membership, of undergraduate majors, and of professional reading make clear that subject matter specialization is much less frequent among elementary teachers, especially teachers of the primary grades. It was not surprising, therefore, that a smaller percentage would respond to a survey focused on continuing education in English and English education.

As in the report of the survey of secondary school teachers, the data for elementary teachers are treated in three ways. The most comprehensive report deals with the total group of respondents. In addition, questionnaires returned within the first three weeks of the survey were specially coded for geographical region and were examined for significant differences, from one region to another, in preservice training, in opportunities for and encouragement of continuing education, and in available resources. The same groupings of states were used in the secondary survey and are reported on page 15. Finally, certain subgroupings were established to discover what impact, if any, level of teaching assignment, size of school, years of experience, undergraduate majors, and formal requirements for inservice growth had on the continuing education of these teachers.

The sampling is not so large as that for the secondary survey, but the 3,030 elementary teachers responding comprise a cross section of elementary teachers from all grades, from all levels of experience, and from all sections of the country. Although the 683 replies which were returned in time for the intensive geographical cross-comparisons comprise only 22 percent of the total elementary responses, the differences are slight between the averages for this sampling and those for the entire elementary group. See Table 61.

For school size, size of present class, and years of experience, Table 61 offers a comparison of the percentages reported by the total group of 3,030 with the average total percentages reported by the 683 questionnaires selected for geographical comparisons. Throughout the survey, differences continue to be slight between the total percentages and the percentage of responses selected for geographical study.

TABLE 61

Comparison of Responses for Total Group and for the Geographical Sampling

Percent of Teachers	Present Size of Schools: Number of Pupils Enrolled				
	1-150	151-300	301-450	451-600	Over 600
Percent of total group responding	11.7	19.3	21.9	18.4	28.5
Percent for geographical sampling	10.2	17.6	22.8	20.9	28.1

Percent of Teachers	Size of Present Class: Number of Pupils Enrolled					
	1-20	21-25	26-30	31-35	36-40	Over 40
Percent of total group responding	6.4	20.2	31.7	24.5	9.5	7.5
Percent for geographical sampling	6.0	20.3	31.5	23.9	10.4	7.8

Percent of Teachers	Years of Teaching Experience					
	0	1-2	3-5	6-10	11-15	16 or More
Percent of total group responding	7.5	13.2	14.2	19.4	13.4	32.3
Percent for geographical sampling	7.5	14.5	13.1	19.7	12.5	32.6

Description of the Responding Group

Key Findings

Respondents in this survey come from every grade level, every geographical region, and schools of every size. However, more than half of all respondents teach in the fourth grade or higher.

31 percent of the respondents teach in schools with enrollments of under 300 children; 28.5 percent teach in schools with enrollments exceeding 600.

One-third of all respondents have taught fewer than five years; nearly a third have taught longer than fifteen years.

The characteristics of the 3,030 elementary teachers responding to the survey reveal that the group is broadly representative of teachers in elementary schools nationally. Since some school systems do not offer kindergarten programs and since grades 7 and 8 are often part of the secondary program and included in junior high or intermediate schools, percentages of respondents with teaching assignments at those levels are smaller. See Table 62. A slight but consistently rising percentage of those responding from grades 1 through 6 supports the assumption that as the grade level

TABLE 62

Grade Levels in Which Respondents Teach

Grade	Teachers Responding	
	Number	Percent
Kindergarten	153	4.1
1	414	11.2
2	416	11.3
3	467	12.7
4	502	13.6
5	576	15.6
6	625	16.9
7	286	7.8
8	257	6.9
Total*	3,696	100.1

*Note: Total number responding exceeds total number in survey (3,030). Some teachers in smaller schools teach double grades, and those respondents teaching ungraded classes sometimes checked all the conventional grades which the ungraded section embraced.

increases, teachers see themselves more and more as teachers of specific subject matter and are, therefore, more likely to respond to such a survey.

Similarly, the respondents represent all sizes of elementary schools. Over 11 percent (335) teach in schools with enrollments of 150 pupils or fewer; over 28 percent (826) are in schools whose enrollments exceed 600. Like the secondary schools treated in the earlier chapter, elementary schools vary considerably in size from one region of the country to another. School enrollments reported from the Southwest were consistently above the national average; enrollments reported for schools in the Northwest, considerably below. Tables 63 and 64 summarize data on school enrollments.

TABLE 63

School Enrollments Reported by Total Group

Enrollment of Schools	Teachers Responding	
	Number	Percent
1-150 pupils	335	11.7
151-300 pupils	552	19.3
301-450 pupils	629	21.9
451-600 pupils	544	18.4
Over 600 pupils	826	28.5
Total	2,886	99.8

TABLE 64

School Enrollment by Region as Reported by Percent of Teachers from Each Region

Regional Category of Teachers	Percent of Teachers from Schools of Different Sizes				
	1-150	151-300	301-450	451-600	Over 600
All nationally	10.2	17.6	22.8	20.9	28.1
New England	12.5	23.3	25.0	12.5	26.8
Middle Atlantic	11.5	16.8	17.7	15.0	38.9
Southeast	6.8	13.7	25.6	29.9	23.9
Midwest	9.0	17.5	21.5	23.7	28.2
Southwest	3.6	10.7	17.9	21.4	46.4
Northwest	27.9	18.6	27.9	14.0	11.6
Far West	7.4	25.9	29.6	16.7	20.4

Just as striking as the range in school enrollment is that in class size. Although more than 75 percent of the teachers responding to the survey teach in classes that range from twenty-one to thirty-five pupils, over 7 percent teach in classes larger than forty, and nearly 7 percent teach classes of twenty or fewer pupils. These data are summarized in the next section—Conditions under Which English Is Taught.

Some respondents had no previous experience; others, more than sixteen years' experience. Principals were requested to distribute questionnaires among teachers with varying years of experience. Like the secondary group reported in the previous chapter, this sample group of teachers has on the average approximately nine years' teaching experience. Approximately one-third of the respondents report five years' experience or less; another third have taught from six to fifteen years; nearly a third have taught longer than fifteen years. See Table 65.

TABLE 65

Years of Experience

Years of Experience	Teachers Responding	
	Number	Percent
0 years	225	7.4
1-2 years	398	13.1
3-5 years	431	14.2
6-10 years	588	19.4
11-15 years	405	13.4
16 or more years	983	32.5
Total	3,030	100.0

Teachers at every level of experience responded from each of the geographical regions. A few noticeable variations in percentages of teachers at each level can be noted by comparing data with the national distribution reported in Table 65. With the exception of the Northwest, the largest number of teachers responding from each region were those with sixteen or more years of experience. Nevertheless, teachers reporting from New England and the Southeast tended on the average to have somewhat more experience than did the elementary teachers nationally; those from the Northwest and Far West, somewhat less. As this report will indicate later,

TABLE 66

Percent of Teachers at Each Level of Experience Reported by Geographical Regions

Regional Category of Teachers	Teachers' Years of Experience					
	0	1-2	3-5	6-10	11-15	16 or More
All nationally	7.5	14.5	13.1	19.7	12.5	32.6
New England	5.0	18.3	11.7	18.3	6.7	40.0
Middle Atlantic	10.7	17.3	9.9	23.1	13.2	25.6
Southeast	4.8	9.7	15.3	16.1	12.9	41.1
Midwest	6.8	14.5	14.1	17.1	12.8	34.6
Southwest	10.0	6.7	13.3	20.0	13.3	36.7
Northwest	11.1	13.3	11.1	33.3	15.6	15.6
Far West	7.1	19.6	14.3	21.4	12.5	25.0

certain aspects of the continuing education of elementary teachers seem to show regional variations, but they are more related to the distribution of experiences, which is summarized for the geographical regions on Table 66.

Respondents represent all sections of the country, all levels of elementary school teaching, all sizes of schools, all degrees of preparation. Although the sampling is limited, elementary teachers who respond to this survey make up as broad a spectrum of teachers as the investigators could have hoped for.

CONDITIONS UNDER WHICH ENGLISH IS TAUGHT IN ELEMENTARY SCHOOLS

Key Findings

More than one elementary teacher in five reports teaching at more than one grade level; the percentage does not vary greatly in large or small schools.

The modal class size reported is 26 to 30 children. Some 7.5 percent report teaching more than 40 children; 6.4 percent teach 20 or fewer children. A higher percentage of experienced teachers teach at the upper grades.

Teachers with majors in English, language arts, or closely related fields are somewhat more likely to be assigned to upper grade classes than are teachers without such majors.

Almost two-thirds of the teachers report central libraries in their schools; 59.3 percent report professional libraries; 75.2 percent report planned courses of study; and 41 percent report availability of a file of resource units. However, these resources are more than twice as likely to be available in large schools as in small schools.

Much of the recent attention to and criticism of the teaching of English has been directed toward secondary schools. Recommendations that teachers meet not more than 100 students per day, that English be focused on the teaching of language, literature, and composition, that only those with a bona fide major in English be assigned to teach English—most such recommendations are clearly made for the teaching of English in secondary schools. In the high school one can reasonably call for academic specializa-

tion; there the abuses in teacher load and assignment are most apparent. Despite recent requirements for academic specialization in elementary preservice programs such as those now stipulated for certification in California—changes accompanied by the requirement of five years of preparation before certification—the majority of those who comment on education seem to agree on certain important differences between the two levels of education. James B. Conant is perhaps one of the most recent to call these differences to the attention of the public and the profession in his book *The Education of American Teachers.*[1]

For the overwhelming majority of elementary teachers in the past and in the immediate future, preparation is a four-year program embracing some instruction in all of most content areas for which the teacher will be responsible. It includes specific attention to the nature of basic communication skills and to the pedagogy underlying instruction in these skills. One would not expect to find among elementary teachers as many English majors, nor would he necessarily view with alarm the lack of a major in English or language arts.[2] Most elementary teachers teach a single group in a self-contained classroom for the entire day. The question of load is somewhat different here from what it is in secondary schools where teachers with five or six classes may face 200 pupils per day. What is viewed as poor practice in secondary schools (e.g., assigning a teacher to more than two preparations per day, to more than one department, etc.) is part of the way of life in the typical elementary school. In some respects, therefore, the issues are necessarily different.

One teacher in five teaches more than one grade

The conditions under which elementary teachers work vary perceptibly. For example, the size of classes varies from fewer than twenty pupils to more than forty pupils. Table 67 summarizes data on class size reported by the teachers comprising the national sampling of elementary teachers. Tradition suggests that the typical situation involves one teacher and one class for the school day. However, although 3,030 teachers responded to the survey, they reported a total of 3,696 classes taught. As will be discussed in a subsequent section on experimental programs, 403 report teaching in ungraded classes. However, nearly as great a percentage of those in small schools with 150 or fewer pupils (14 percent) as those in large schools with more than 600 pupils (16 percent) report teaching in ungraded classes. For those teachers in the former group, one wonders

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[1]James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1963).

[2]The most comprehensive recent statement on the preparation of elementary teachers in English has been prepared by the Commission on the English Curriculum, NCTE, and appears in Alfred H. Grommon (ed.), *The Education of Teachers of English for American Schools and Colleges* (New York: Appleton-Century-Crofts, 1963).

TABLE 67

Number of Pupils in Present Class

Number of Pupils in Present Class	Teachers Responding	
	Number	Percent
20 or fewer	192	6.4
21-25	603	20.2
26-30	949	31.7
31-35	733	24.5
36-40	285	9.5
Over 40	225	7.5
Total	2,987	99.8

whether the ungraded class is an experiment or an expedient. Moreover, for teachers with sixteen or more years' experience, the total number of teaching assignments exceeds the total number of teachers by 20.2 percent. The number of assignments for teachers with zero to two years' experience exceeds the number of teachers by 34 percent. Again, one must question how much of the excess can be construed as valid educational experimentation. Some districts, of course, deliberately organize instruction on an interage basis; the finding may well reflect a growing trend.[3] In any event, 696 teachers, or an average of more than one elementary teacher in every five, are responsible for teaching children in more than one grade.

If teachers with less experience are more likely to be assigned to teach more than one grade, they are also more likely to have their assignment in the primary grades. For teachers with two years' experience or less, 45.2 percent of teaching assignments were in grades K through 3; 39.2 percent of teachers with sixteen or more years' experience had similar assignments. In the middle grades (4 through 6) the percentages were nearly equal; 42.8 and 44.0 respectively. For the upper grades (7 and 8) the pattern is reversed—17.6 percent of teachers with sixteen or more years' experience held such assignments; 12.1 percent of teachers with zero to two years' experience. Moreover, the teacher with a major in English, language arts, or a closely related field is somewhat more likely to be assigned to the upper grades than is his colleague without such a major. Tables 68 and 69 summarize data on teaching assignments.

Data on preparation of teachers and, specifically, on undergraduate majors will be discussed at greater length below. It is relevant here, how-

[3]John I. Goodlad and Robert H. Anderson, *The Nongraded Elementary School* (New York: Harcourt, Brace & World, Inc., 1963).

TABLE 68

Distribution of Teaching Assignments by Years of Experience

Category of Teachers	Percent of Teachers Reporting Assignment by Grade								
	K	1	2	3	4	5	6	7	8
All teachers nationally (approx. 9 years' experience)	4.1	11.2	11.3	12.7	13.6	15.6	16.9	7.8	6.9
0-2 years' experience	5.6	12.2	13.8	13.6	14.7	14.5	13.6	6.6	5.5
16 or more years' experience	3.7	12.9	10.8	11.8	13.0	14.4	16.6	8.8	8.8

TABLE 69

Distribution of Teaching Assignment by Major

Category of Teachers	Percent of Teachers Reporting Assignment by Grade		
	Primary K-3	Intermediate 4-6	Upper 7-8
All teachers nationally	39.3	46.1	14.7
Teachers with majors in English, language arts, or closely allied fields	36.5	43.7	19.8
Teachers with majors in other fields, incl. education	40.2	46.8	12.4

Education majors are assigned to primary grades

ever, to note that the most frequent major among elementary teachers nationally is education, which accounts for 54 percent of all reported majors. Majors in English, combined language arts, and group or field majors embracing English together comprise 19.9 percent of all declared majors. If majors in speech, drama, and journalism are added, the total is 27.8 percent of all reported majors. Whether the result of teacher preference or of strategic deployment of talents by administrators, a tendency exists to assign teachers with specialized majors to those years during which more importance is attached to content *per se*, and to assign those whose preparation has stressed education and pedagogy to the primary grades where more emphasis falls on developing basic skills. This practice in assigning elementary teachers corresponds with the recommendation of James B. Conant in his recent volume on teacher education.[4]

Although related to other sections of the report and discussed later, four other kinds of data reveal certain conditions under which elementary teachers work in teaching the language arts: the availability of a central

[4]James B. Conant, *op. cit.*, pp. 147-148.

library, of a professional library, of a planned course of study, and of files of resource units. Nationally 64.7 percent of teachers report that there is a central library in their schools; 59.3 percent report a professional library. Not unexpectedly, 75.2 percent of the national sampling report teaching in schools with a planned course of study; but only 41 percent indicate access to a file of resource units.

What is as striking as the difference nationally between the percent of schools that rely on planned courses of study and those that have files of resource units is the difference in the availability of these resources to teachers in small and in large schools. Tables 70 through 73 summarize these data in national averages and in averages for teachers in the largest and the smallest schools.

In evaluating discussions of elementary education, regional differences receive considerable attention. To be sure, regional differences are reflected in the comparative availability of these four types of resources. For example, 44.4 percent of the teachers of the Northwest and 46.6 percent of those in New England report teaching in schools with a central library, while the

TABLE 70

Availability of Central Library in School

Category of Teachers	Number Responding	Teachers Reporting Availability	
		Number	Percent
All teachers nationally	2,947	1,908	64.7
Teachers in schools under 150 enrollment	306	99	32.4
Teachers in schools over 600 enrollment	817	637	77.7

TABLE 71

Availability of Professional Library in School

Category of Teachers	Number Responding	Teachers Reporting Availability	
		Number	Percent
All teachers nationally	2,849	1,689	59.3
Teachers in schools under 150 enrollment	293	102	34.8
Teachers in schools over 600 enrollment	791	550	69.3

TABLE 72

Availability of Planned Course of Study

Category of Teachers	Number Responding	Teachers Reporting Availability	
		Number	Percent
All teachers nationally	2,823	2,123	75.2
Teachers in schools under 150 enrollment	304	188	61.2
Teachers in schools over 600 enrollment	777	643	82.7

TABLE 73

Availability of Files of Resource Units

Category of Teachers	Number Responding	Teachers Reporting Availability	
		Number	Percent
All teachers nationally	2,670	1,096	41.0
Teachers in schools under 150 enrollment	297	71	25.6
Teachers in schools over 600 enrollment	731	367	50.2

percentage for the Far West is 82.1. In fact, New England and the Northwest rank no higher than third from the bottom in any of the four categories. However, as reported in Table 64, teachers in New England and the Northwest in this sampling teach in a disproportionate number of small schools. In reports on the availability of these four resources the gap between the highest and the lowest percentage of "yes" answers among the regions is not as great as the similar gap between large and small schools, as reported in Tables 70 through 73.

Certainly, school size does not alone determine availability of these resources. Teachers in the Far West, nearly 60 percent of whom teach in schools from 151 to 450, enjoy above average resources in three of the four categories. Teachers in the Southwest and the Southeast, well below average in number of small schools reporting, are among the lowest in percentages reporting planned courses of study. In addition, the Southwest, with the highest percentage of schools over 600, is the lowest in percentage of professional libraries. Percentages of teachers, by geographical region, reporting these resources are summarized in Table 74.

TABLE 74

Percent of Teachers Reporting Teaching Resources by Geographical Regions

Regional Category of Teachers	Percent of Teachers Reporting Availability			
	Central Library	Professional Library	Planned Course of Study	File of Resource Units
New England	46.6	51.6	75.0	25.9
Middle Atlantic	70.0	58.2	82.2	41.9
Southeast	76.8	59.3	64.3	45.5
Midwest	63.9	60.9	71.9	49.2
Southwest	73.3	48.3	65.5	48.1
Northwest	44.4	58.1	73.2	40.5
Far West	82.1	64.1	79.6	31.4

Small schools offer fewer available resources to teachers

With respect to the availability of central libraries, professional libraries, planned courses of study, and files of resource units, regional differences do exist. But they are not so great as those differences related to size of school. For central libraries, the range between the region reporting the highest percentage (Far West) and that reporting the smallest (Northwest) is 37.7 percent; in the same matter the range between large schools and small schools, irrespective of geography, is 45.3 percent. In the matter of professional libraries, the range for geographical areas is 15.8 percent; for school size, 34.5 percent. Between the region with the greatest percentage of teachers reporting having a planned course of study and that with the least is a range of 17.9 percent; between large and small schools the range is 21.5 percent. With respect to the availability of files of resource units, the range for geography is 23.3 percent; the range for size of school is 24.6 percent.

Although financial resources may set limits to the size of the central library that an elementary school can maintain, and limits to the rate at which a professional library can be built, administrators and teachers in smaller schools might look carefully at the other two resources which are not so tied to economics: planned courses of study and files of resource units. Moreover, with long-range planning and effective leadership, it would be possible to provide access to a professional library for many of the approximately 65 percent of teachers in small schools who do not now have such access.

PRESERVICE EDUCATION OF THE ELEMENTARY TEACHER

Undergraduate Majors and Minors

Key Findings

Over 40 percent of the responding teachers began full-time teaching without a baccalaureate degree.

About 70 percent of all elementary teachers completed their preparation program at liberal arts colleges, state colleges, or universities. Primary teachers are slightly more likely to have been educated at teachers colleges at the intermediate and upper levels.

Any subject matter specialization is much more likely to be an undergraduate minor than an undergraduate major.

54 percent of all respondents possess majors in education; only 9.9 percent report majors in English.

28 percent of elementary teachers report a double major.

The most striking features of the undergraduate education of the elementary teacher are a clear tendency toward pluralism in undergraduate majors and minors and a concentration on pedagogy and education. The entire sampling of 3,030 teachers reported a total of 3,924 majors; that is, 28 percent of the respondents had double majors. The total number of undergraduate minors is 3,778, exceeding the total sampling by 748, or 24.6 percent. By far the most frequent major was education, reported by 54.0 percent of the teachers. The next most frequently reported major was a group or field major embracing several subjects, including English (19.9 percent). Social studies, which is frequently a combination of several subjects, accounted for 12.0 percent of the majors. Fewer than 10 percent of the elementary teachers reported a major in any one of the traditional areas of undergraduate academic specialization.

With respect to English specifically, 9.9 percent of elementary teachers report majoring in this subject. A total of 3.5 percent report majors in such special areas as drama, speech, and journalism. Majoring in combined language arts were 7.2 percent. But nearly as many as these three groups combined were those with a major that included English, but in combination with other subjects organized into a group or a field. The overall picture of broad

10% of elementary teachers major in English

TABLE 75

Percent of Teachers Reporting Undergraduate Majors (n=3,030)

Undergraduate Majors	Teachers Reporting Majors	
	Number	Percent
Combined language arts	219	7.2
Drama or theatre	22	0.7
Group or field, embracing several subjects, including English	603	19.9
Group or field, embracing several subjects, but not including English	200	6.6
Education	1,636	54.0
English	301	9.9
Journalism	42	1.4
Psychology	91	3.0
Speech	43	1.4
Science	117	3.9
Social studies, including history	363	12.0
Other	287	9.5
Total*	3,924	129.5

*Note: Total exceeds the number of teachers because 849 reported double majors.

rather than specialized academic preparation is as true for English preparation in particular as it is for the general preparation of elementary teachers. Table 75 summarizes information on the major subjects reported.

A striking difference emerges between the distribution of majors for teachers with zero to two years' experience and the same distribution for teachers with sixteen or more years' experience. The pluralism and the concentration on pedagogy noted above are apparent in both groups but in differing proportions. As a later section will show, students now going into teaching have had to satisfy more stringent certification requirements, often including completion of a baccalaureate degree. At the same time, while they have gone through curricula with more requirements in content and, presumably, in residence, fewer of them report taking two majors. The total number of undergraduate majors reported for the younger group (757) exceeds the total number of teachers in this group (637) by 18.8 percent. For the group with the greatest experience, the difference is 3.5 percent. Yet the percentage of teachers reporting a major in education is nearly identical for both groups. In short, as that group in the sampling most recently certified has tended less frequently to take a double major, it is the non-education major that has been eliminated. See Table 76.

If one disregards the question of single and double majors and considers simply the percentage distribution within the total reported majors for each group, the same general picture emerges. The group most recently

TABLE 76

Majors Reported by Teachers with 0-2 Years of Experience and by Teachers with 16 or More Years of Experience

Undergraduate Major	Teachers with 0-2 Years' Experience		Teachers with 16 or More Years' Experience	
	Number Reporting (n=637)	Percent of Total Group	Number Reporting (n=990)	Percent of Total Group
Combined language arts	21	3.3	98	9.9
Drama or theatre	6	0.9	4	0.4
Group or field, including English	106	16.6	252	25.4
Group or field, not including English	42	6.6	59	6.0
Education	336	52.7	524	52.9
English	52	8.2	104	10.5
Journalism	12	1.9	9	0.9
Psychology	17	2.7	33	3.3
Speech	9	1.4	14	1.4
Science	21	3.3	41	4.1
Social studies, including history	68	10.7	128	12.9
Other	67		59	
Total*	757		1,325	

*Note: Total number of majors exceeds the number of respondents because many teachers reported double majors.

certified reports a greater percentage of majors in education than the most experienced group and a smaller percentage in all other areas except the three areas of greatest specialization: drama and theatre, journalism, and speech. Table 77 shows how the majors are distributed, by percentages, within each group.

As was reported above, almost as many elementary teachers take two minors as take two majors. The most striking difference between the distributions of majors and minors, however, is the sharp decline in education as a minor and the tendency for education to become a major. Specialized subjects like speech, drama, journalism, and psychology, which may be useful background for elementary teachers but which are seldom included formally in the elementary curriculum, are minors as rarely as they are majors. Except for these subjects and for the combined program in language arts, the general picture is one of more or less even distribution through all areas, ranging from a low of 10.9 percent for science to a high of 22.5 percent for English. Table 78 summarizes data on undergraduate minors.

The peculiar status of majors and minors in combined language arts deserves special note. Currently great stress is placed on the importance

TABLE 77

Distribution of Majors within Total Majors Reported by Teachers with Least and with Most Experience

Undergraduate Majors	Percent of Teachers Reporting Majors	
	0-2 Years' Experience	16 or More Years' Experience
Combined language arts	2.8	7.4
Group or field, embracing several subjects, including English	14.0	18.9
Group or field, embracing several subjects but not including English	5.5	4.5
Education	44.4	39.4
English	6.9	7.8
Drama, journalism, and speech (combined total)	3.6	2.2
Science	2.8	3.2
Social studies	9.0	9.6
Psychology	2.2	2.5
Other	8.8	4.5
Total	100.0	100.0

TABLE 78

Percent of Elementary Teachers Reporting Minors in Various Subjects (n=3,030)

Undergraduate Minor	Teachers Reporting Minors	
	Number	Percent
Combined language arts	153	5.0
Drama or theatre	34	1.1
Education	564	14.9
English	582	22.5
Journalism	12	0.4
Psychology	218	5.8
Science	331	10.9
Social studies, including history	759	25.1
Speech	82	2.7
Other	496	16.4
No minor	447	14.7
Total*	3,678	

*Note: Total number of minors reported exceeds total number of teachers by the number of double minors reported.

of the basic skills embraced by a language arts program (reading, writing, speaking, and listening). At the same time, critics of traditional practices in teacher preparation and advocates of certain reforms call for a more even balance between academic specialization and the broad field study needed for elementary teaching. Yet a combined total of only 12.2 percent of the teachers report such a program as their major or minor. More than three times as many (37.7 percent) report a major or a minor in social studies.

TABLE 79

Comparative Frequency of Subjects Reported as Undergraduate Majors and Minors

Rank Order of Majors	Subject	Percent of Teachers Reporting a Major	Percent of Teachers Reporting a Minor	Difference in Percent Reporting Minor from Percent Reporting Major
1	Education	54.0	18.6	—35.4
2	Social studies, including history	12.0	25.1	+13.1
3	English	9.9	22.5	+12.6
4	Other	9.5	16.4	+ 6.9
5	Combined language arts	7.2	5.0	— 2.2
6	Science	3.9	10.9	+ 7.0
7	Psychology	3.0	7.2	+ 4.2
8.5	Journalism	1.4	0.4	— 1.0
8.5	Speech	1.4	2.7	+ 1.3
10	Drama or theatre	0.7	1.1	+ 0.4

In fact, nearly as many (10.2 percent) report majoring or minoring in psychology; 72.6 percent have already declared a major or a minor in education.

For secondary teachers the typical picture is one of academic specialization in the major. The rest of the program is often spent on general education or, if required, a minor established by adding a few units to one of the general education components, or a minor in education earned in satisfaction of certification requirements. However, the tendency in the elementary program is to some extent reversed. Academic specialization is much more likely to take place in the undergraduate minor program. For example, the chances are 2½ to 1 that English will be a minor rather than a major and better than 2 to 1 that the minor will be science or social studies rather than English or language arts. At the same time, the chances are 3 to 1 that education will be a major rather than a minor. Quite clearly, in preparatory programs for elementary teachers, the tendency is to direct

Academic subjects are minors in preparation of elementary teachers

major attention to the elementary school curriculum, methods, and organization, and to place sequences of courses in single academic subjects into the minor program. Table 79 summarizes the comparative frequency of subjects as majors and minors.

Institutions of Undergraduate Work

More upper grade teachers go to liberal arts colleges

In general, no striking differences appear in the choice of institution for undergraduate work. In the total sampling of 3,030 elementary teachers, 3,293 responses are given to the question, "In what kind of institution did you do most of your undergraduate work?" Apparently 270 teachers (8.1 percent) split their work fairly equally between two kinds of institutions and therefore checked both. The undergraduate attendance reported by the teachers totals 28.7 percent for teachers colleges; 27.8 percent for universities; 23.5 percent for four-year liberal arts colleges; and 2.8 percent for others. Clear differences emerge from a comparison of institutions attended by primary, intermediate, and upper grade teachers. Attendance at universities, state colleges, and teachers colleges diminishes as the grade level assignment of the teacher goes up, and attendance at four-year liberal arts colleges almost doubles for upper grade teachers in contrast to primary teachers. Chart III summarizes information on institutions for undergraduate work.

Regional differences in distribution of majors and minors are negligible. That is, teachers in all geographical areas uniformly report education as the most frequent major, with the group or field major a distant second in frequency. In all regions, education shows a sharp decline in frequency as the minor, while specialized work in subject fields goes up markedly. How-

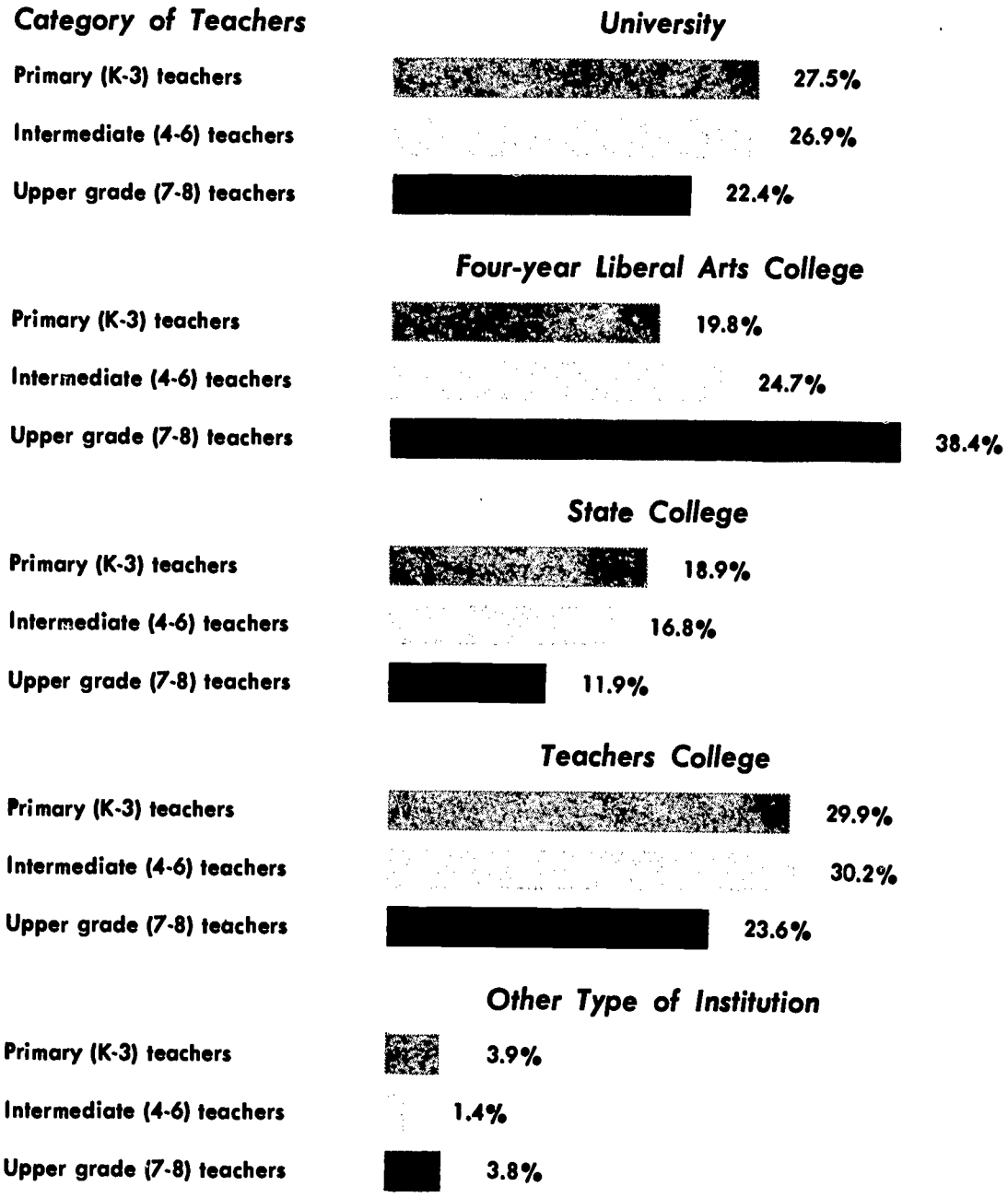
TABLE 80

Principal Institution of Undergraduate Work Reported by Teachers in Various Regions

Rank Order by All Teachers Nationally	Kind of Institution	Percent of Teachers Reporting by Region							
		Nationally	New England	Middle Atlantic	Southeast	Midwest	Southwest	Northwest	Far West
1	Teachers college	28.7	41.3	23.4	31.8	27.1	31.3	43.2	27.6
2	University	27.8	17.5	23.4	25.0	29.5	37.5	22.7	21.0
3	Four-year liberal arts college	23.5	28.6	34.7	20.4	22.2	9.4	22.7	21.0
4	State college	17.8	11.1	12.9	20.4	17.0	18.8	9.1	25.2
5	Other	2.8	1.6	5.6	2.3	4.0	3.1	2.3	4.2

CHART III

Principal Institution of Undergraduate Work by Level of Teaching Assignment (Percent of teachers responding at each level)



ever, regional differences are slightly more widespread in the distribution of undergraduate study among the various types of institutions. For the 683 respondents who comprise the special group subject to supplementary study for geographical differences, Table 80 summarizes by percentages the distribution of attendance at various types of undergraduate institutions.

Level of Preparation at Beginning Teaching

40% of teachers began without a B.A.

Over 40 percent of the teachers responding to this survey began full-time teaching with less than a baccalaureate degree. Slightly more began their teaching with such a degree but with no units beyond. Of the total sampling, only 10 percent reported as their preparation for teaching a bachelor's degree plus 15 or more semester hours. Table 81 summarizes this data with respect to total numbers and percentages.

When classified by level of teaching assignment, however, the responses reveal surprisingly that most frequently those who begin teaching with less than a bachelor's degree teach in the upper grades (49.0 percent). Few teachers at any level begin with a master's degree or higher. The percentage of such respondents ranges from 1.7 percent of primary teachers to 2.9 percent of upper grade teachers. However, the obviously significant difference is that which occurs between teachers with zero to two years' experience and those with sixteen or more years' experience. Only 15.5 percent of the former began teaching with less than a baccalaureate degree, while 71.7 percent of the latter began with such preparation. As was discussed above and summarized on Table 62, those with least experience—and, as revealed here, with the most preparation for beginning teaching—are most likely to be assigned to teach in the primary grades. Comparative percentages for level of preparation at the three teaching levels and at the two extremes of experience appear in Table 82.

Marked differences appear in preparation of beginning teachers among the seven regions of the country. As Table 81 indicates, nationally, 43.2

TABLE 81

Level of Preparation at Beginning of Full-time Teaching Reported Nationally and by Geographical Regions

Regional Category of Teachers	Percent of Teachers Reporting Preparation			
	Less Than B.A.	B.A.	B.A. plus 15-30 hours	M.A. or Beyond
All nationally	43.2	46.1	8.0	2.2
New England	38.3	51.6	5.0	5.0
Middle Atlantic	35.2	51.6	7.4	5.7
Southeast	42.7	50.8	4.8	1.6
Midwest	55.1	35.4	7.7	1.7
Southwest	20.0	63.3	13.3	3.3
Northwest	50.0	45.6	4.3	0.0
Far West	25.0	53.6	19.6	1.8

TABLE 82

Extent of Preservice Preparation of Teachers Reported by Teaching Assignment and Experience

Category of Teachers	Number Responding	Percent of Teachers Reporting Preparation			
		Less Than B.A.	B.A.	B.A. plus 15-30 hours	M.A. or Beyond
Level of assignment					
Primary (K-3) level teachers	1,274	47.2	44.7	5.6	1.7
Intermediate (4-6) level teachers	1,471	39.8	47.8	9.6	2.8
Upper (7-8) level teachers	388	49.0	40.2	8.0	2.9
Years of experience					
Teachers with 0-2 years	625	15.5	71.2	10.2	3.2
Teachers with 16 or more years	990	71.7	20.4	5.3	2.6

percent of teachers began their careers with less than a bachelor's degree. But in the Southwest and the Far West, the figure is 20 percent and 25 percent respectively; in the Northwest it is 50.0 percent, and in the Midwest, 55.1 percent. Nationally 10 percent began their teaching with at least a bachelor's degree plus fifteen units. In the Far West 21.4 percent had this level of beginning preparation; in the Southeast, 6.4 percent.

Teachers recently certified show longest preparation

To some extent the regional differences are doubtlessly related to years of experience. As information summarized in Table 82 makes clear, teachers most recently certified show the longest preservice preparation. In the first section of this elementary report, it was shown that teachers from the Far West were markedly younger in years of service. It is not surprising, therefore, to note the relatively high level of beginning preparation shown by teachers in this area. However, despite the longer service of teachers reporting from New England and the Southeast, beginning preparation is not, as might be expected, noticeably lower than the national averages. On the other hand, the Midwest, with a distribution of experience quite similar to the national distribution, shows the greatest percentage of teachers reporting less than a bachelor's degree at beginning teaching. And the Northwest, second from the bottom in preparation, is among the highest in teachers recently certified and clearly the lowest in teachers with sixteen or more years of experience.

CONTINUING COURSE WORK AT COLLEGES AND UNIVERSITIES

Key Findings

Although instruction in English and language arts comprises 40 to 50 percent of the total educational program in the elementary school, courses in English and in the teaching of English both before beginning teaching and since comprise slightly less than 8 percent of teachers' total college work.

A modest but encouraging reversal is apparent in the academic prepration of the most recently certified teachers. Those with the shortest service are coming into teaching with almost as many courses in English as have been completed by the most experienced teachers after sixteen or more years in the teaching profession.

In contrast to secondary teachers, elementary teachers more frequently take courses during the school year than during summer sessions.

The typical elementary teacher has attended only one university summer session for every eight years of experience.

The majority of courses taken in service, like those taken in preparatory courses, are in schools of education. After certification, the average elementary teacher has taken three times as many credits in education as in English, and the interval which has passed since his last course in English is three times as long as that for his last course in education.

The teaching of English in the elementary school comprises some 40 to 50 percent of the total instructional time.[5] The elementary teacher is responsible for the teaching of not only reading, writing, literature, and speech, but also language study, spelling, vocabulary building, and many related subjects. To a considerable extent, his skill in the teaching of these

[5]"Instructional Time Allotment in Elementary Schools," *NEA Research Memo*, National Education Association, July 1961, pp. 4-5; and Oscar T. Jarvis, "Time Allotment in Elementary Schools, Policies and Practices," *The National Elementary School Principal*, XLIII:1 (September 1963), 65.

aspects of English will depend upon his preparation. To be effective in guiding the development of children in oral and written language, he must understand something about the essential nature of the English language and about the way in which children acquire skill in its use. To be effective in an understanding and appreciation of literature, he must possess some awareness of the essence of good writing and a knowledge of selections of good quality which are appropriate for children. To be effective in teaching reading, he must acquire basic understanding of the skills which the child must master in becoming a proficient reader. Today's elementary teacher must be prepared not only in these areas of English but in other subjects as well, and his preparation must continue throughout his teaching career if he is to keep abreast of new developments. In the field of English alone, recent scholarship has yielded impressive new information about the teaching of reading and spelling, about writing, and about language development. Charles Ferguson, Director of the Center for Applied Linguistics of the Modern Language Association of America, recently estimated that scholarly findings in language learning alone have been greater during the past five years than during the previous hundred.

Semester Credits in English and Education

How well is today's elementary teacher prepared in these areas, and how well does his program of continuing education cope with the ever expanding knowledge about English and its teaching? An examination of the semester hours he has completed in English and education since beginning to teach reveals that his preparation is minimal at best.

Across the country, the average elementary teacher has completed 15.8 semester credits of work since certification. Of these credits, 8.6 have been in education, 2.1 in college English (literature, language, composition), 0.8 in subjects related to English, and 4.3 in other academic areas. In short, elementary teachers have not only taken education courses more recently, but on the average since certification they have taken over three times as much work in education.

Continuing education courses tend to be in education

Traditionally courses in children's literature as well as those in the teaching of reading and the teaching of elementary school language arts have been offered in schools of education rather than in departments of English. However, this fact does not account for the greater popularity of education courses. Regardless of level of assignment, years of experience, or size of school, teachers report that the semester credits which they have completed in children's literature, the teaching of reading, and curriculum and methods in the language arts total only about half of their total credits in other educa-

tion courses. The average number of credits in each area for the national sampling is reported in Table 83.

Fewer than one-third of the semester hours completed since certification have been in English or in education courses on the teaching of English, possibly because only 19.9 percent of the teachers completed a major in English, language arts, or a related field. See page 88. Probably more important in determining the choice of courses are both the widely publicized changes in content of mathematics, science, and foreign languages, and the public pressure and support for advances in the teaching of special fields. Although language arts comprises a considerable part of the content of the elementary school program and although the skills that stem from good instruction in language arts are basic to success in virtually any school subject, the combined credits in the content of English and teaching the language arts are equalled by credits taken in other subject areas.

Experienced upper grade teachers take more English courses

Those who have taught for the longest time and those who teach in the upper grades have completed the greatest number of total credits. They have also taken the greatest number of credits in English. Those in large schools have taken slightly more courses than teachers in small schools. But for all groups, education outstrips English by a ratio that ranges from 2 to 1 to 4 to 1. And education credits in courses concerned with curriculum or methods in language arts instruction, including children's literature and reading, never exceed half the credits for work in education that is not concerned with these matters. A comparison of semester credits since certification by level of assignment, years of experience, and size of school appears in Table 84.

TABLE 83

Semester Hours Completed by Teachers since Certification

Subject	Average Semester Hours
Literature	1.4
English language	0.4
Composition	0.3
Children's literature	0.5
Teaching reading	1.3
Curriculum or methods in language arts	1.0
Subjects related tc English (speech, drama, etc.)	0.8
Other academic subjects	4.3
Education (other than methods or language arts curriculum)	5.8
Total Semester Hours	15.8

TABLE 84

Average Semester Credits Earned in Courses since Certification by Different Groups of Teachers

Category of Teachers	Percent of Teachers Reporting Completion of Course									
	Literature	English Language	Composition	Children's Literature	Teaching of Reading	Curriculum or Methods in Language Arts	Subjects Related to English (Speech)	Other Academic Subjects	Education (Other than Methods or Language Arts Curriculum)	Total Credits
Level of assignment										
Primary teachers	1.1	0.3	0.3	0.5	1.5	1.0	0.7	3.6	5.0	14.0
Intermediate teachers	0.9	0.1	0.3	0.5	1.2	0.9	0.6	3.9	6.2	14.6
Upper grade teachers	2.0	0.7	0.4	0.4	0.9	0.9	1.1	5.8	6.0	18.2
Years of experience										
Teachers with 0-2 years	0.6	0.2	0.2	0.2	0.4	0.4	0.2	2.1	2.3	8.6
Teachers with 6-10 years	1.2	0.4	0.3	0.5	1.3	1.2	0.7	4.4	7.6	17.6
Teachers with 16 or more years	1.6	0.6	0.5	0.8	1.9	1.2	1.1	4.8	7.6	20.1
Size of school										
Teachers in small schools (under 150 enrollment)	0.8	0.3	0.2	0.5	1.1	0.8	0.5	2.6	5.2	12.0
Teachers in large schools (over 600 enrollment)	1.3	0.4	0.4	0.5	1.3	1.2	0.8	4.2	6.0	16.1

Courses in English

From kindergarten through grade 12, some 24 percent of the total instructional program is devoted to instruction in English and the language arts.[6] In the elementary schools, where departmentalized teaching is still rare and where even greater stress is placed on teaching basic language skills central to virtually all learning, almost 50 percent of classroom instruction is devoted to the language arts.[7] More and more schools are departmentalizing in the fourth grade and thereafter. Yet the average elementary teacher in this survey has devoted less than 8 percent of his college course work to English.

Average elementary teacher has earned one semester beyond college

The average subject in this survey, regardless of his initial preparation, has satisfied requirements for certification and, therefore, presumably has the equivalent of four years of college. In addition, over his nine years of full-time teaching, he has accumulated another fourteen semester credits beyond certification, or roughly the equivalent of an additional college semester. During his nine semesters, he has taken at least 55 courses—probably many more since not all courses carry a full semester credit. But of all the courses he has taken before and after beginning teaching, on the average 5.7 percent have been English courses. And if one discounts freshman composition, the average drops to 4.2 percent. As data discussed above would lead one to expect, the number of total credits in English increases with level of teaching assignment and with size of school. See Table 85.

The total number of courses in English, however, does not increase with years of experience. Despite the fact that teachers with sixteen or more years' experience have had that much longer to complete courses, and despite the fact that they have actually earned more semester credits in English since certification, they have not yet completed as many English courses as the least experienced group. For those who feel the importance of instruction in English and the need for better preparation of teachers in the subject, the explanation is the most heartening fact revealed in these data on course work in colleges and universities. Teachers with the shortest service have completed, on the average, 5.8 courses in English and related subjects. Of these courses, at the most, 1.2 were completed after certification. Those with sixteen or more years of experience have taken altogether five courses. Teachers with the shortest service and, presumably, the most recent preparation are coming into full-time teaching with almost as many

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[6] *Digest of Educational Statistics, Office of Education* (Washington: U. S. Department of Health, Education, and Welfare, 1963), p. 17.

[7] "Instructional Time Allotment in Elementary Schools," pp. 4-5.

TABLE 85

Median Number of College Courses in English, Including Work Completed before Beginning Teaching

Category of Teachers	Median Number of Courses Reported by Teachers								
	Freshman English or Composition	American Literature	English Literature	World Literature	Masterpieces of Literature	English Language	Speech & Drama	Literary Criticism	Total
All teachers nationally	1.5	0.9	1.1	0.3	0.2	0.4	1.1	0.2	5.7
Level of assignment									
Primary teachers	1.1	0.9	1.0	0.3	0.2	0.4	1.0	0.1	5.0
Intermediate teachers	1.4	0.8	1.1	0.3	0.2	0.5	0.9	0.2	5.4
Upper grade teachers	1.5	1.1	1.7	0.4	0.3	0.5	1.5	0.2	7.2
Years of experience									
Teachers with 0-2 years	1.7	0.9	1.0	0.4	0.3	0.3	1.1	0.1	5.8
Teachers with 6-10 years	1.5	0.8	1.3	0.4	0.2	0.5	1.5	0.1	5.8
Teachers with 16 or more years	1.2	0.9	1.1	0.3	0.2	0.5	0.7	0.1	5.0
Size of school									
Teachers in small schools (under 150 enrollment)	1.3	0.7	0.8	0.3	0.2	0.4	0.7	0.1	4.5
Teachers in large schools (over 600 enrollment)	1.5	1.0	1.4	0.4	0.3	0.5	1.2	0.1	6.4

courses in English as the most experienced group now has after initial preparation plus sixteen or more years of teaching experience.

The neglect of work in English and in the teaching of the English language arts may be due in large measure to the failure of academic departments in colleges and universities to provide appropriate offerings for elementary teachers at times when teachers may enroll in such work. Introductory courses in language and literature, offerings in composition beyond the freshman course, appropriate work in speech and dramatics—these might attract sizable enrollments. So might courses offering teachers the opportunity to review the psychology of language learning or new research in composition, whether sponsored by the departments of English or education. But, as the subsequent discussion makes clear, such work may well have to be offered during evenings or through summer or extension programs if large numbers of elementary teachers are to be involved.

Course Work at Colleges and Universities

Those engaged in full-time teaching find a number of deterrents to continuing their education: the demands of their work, family responsibilities, finances, and the limits of their own energy. Yet for a substantial percentage of elementary teachers, as the previous section of this report demonstrated, continued education is necessary simply to reach the baccalaureate level of academic preparation. For many, it is a requirement imposed by school districts. For virtually all, the emergence of new points of view toward the nature of English and new insights into the nature of learning make it a necessity. Happily, for more than a few it is not only a district requirement and a professional necessity but also a continuing source of pleasure and excitement. This section of the report deals with the conditions under which teachers continue their education and with the courses they select for concentration.

To be sure, avenues other than courses at colleges and universities are open for continued education. But by teachers' own admission, few are ever so satisfactory as carefully planned college work (see pages 127-128). Committing oneself to regular study under the direction of a specialist who can clarify issues and direct a teacher to the most efficient use of his reading time remains one of the most effective ways to acquire new knowledge and skill.

Frequency of Course Work

The elementary teachers involved in this survey were asked to estimate the frequency with which teachers in their schools undertake course work. So many, of course, attend summer schools that such programs will be dis-

cussed separately. The frequency with which teachers pursue course work at other times is indicated by Table 86.

Data in Table 86 show that the great concentration of inservice course work occurs during that time which costs the teachers and the school the least time and money. Three-fourths (77.8 percent) of the teachers frequently or regularly take courses during the evening; 48.2 percent, on the weekend. Almost one-third (31.5 percent) of the teachers frequently or regularly take courses during periods when the school releases them for this purpose. But on leave without pay, only 16.1 percent do so; on sabbatical leave, 13.2 percent.

TABLE 86

Frequency of Course Work Taken Other Than in Summer School

Time When Course Work Is Taken	Percent of Teachers Reporting Frequency of Courses			
	Frequently	Regularly	Rarely	Never
Evenings	57.2	20.6	16.5	13.8
On weekends	29.7	18.5	35.0	16.7
On released time	18.8	12.7	18.4	49.9
On sabbatical leave	7.4	5.8	33.7	52.9
On leave without pay	9.9	6.2	37.0	46.9

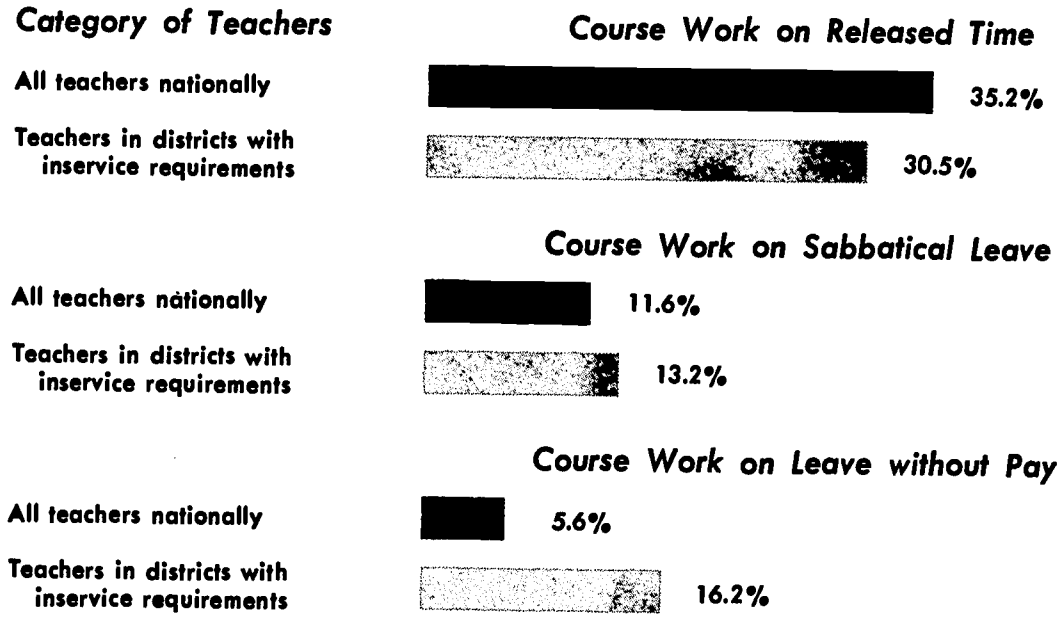
Schools require inservice work

A later section of this report will cover district requirements for inservice growth (page 145). It is relevant here, however, to point out that 58.2 percent of the elementary teachers responding indicated that their school systems stipulated certain requirements for inservice work. Teachers in these systems were singled out for special study. Chart IV compares the percentages of such teachers who frequently or regularly take courses during these times with all teachers nationally. The chart shows the effect of inservice requirements on the regularity of course work.

A fact which draws attention first is the slight difference between those who have to satisfy local requirements and all teachers nationally. However, the previous discussion of preservice preparation and degrees earned in service makes clear that the major effort in continuing education is to meet permanent certification requirements, not additional inservice requirements imposed by a school district. Concern with completion of the baccalaureate requirement may explain the higher percentage of elementary teachers who frequently enroll in evening classes (57.2 percent) as contrasted with a much smaller percentage of secondary teachers (37.0 percent; see Table 14).

CHART IV

Effect of Inservice Requirements on Regularity of Course Work



Schools fail to assist teachers' inservice work

More surprising perhaps is the finding that school systems which presumably attach so much importance to inservice education that they impose a professional growth requirement exert so little effort to make it feasible. A teacher stands almost as good a chance of getting released time to take a course in any other school district as he does in a district requiring that one take such courses. And if one wants to find a school that offers sabbatical leaves, he stands a slightly better chance by picking at random than by choosing a school known to have formal requirements for inservice growth. Administrators and school boards responsible for establishing requirements for professional growth perhaps need to consider ways of assisting teachers who wish to meet the imposed standards.

Whether teachers take courses when the colleges offer them is problematical. But it is clear, as one looks at the data analyzed geographically in Table 87, that the pattern varies from region to region. With respect to taking courses on weekends, for example, 48.2 percent of teachers take such programs. However, the difference regionally varies from 68.0 percent in New England to 20.8 percent in the Far West. That this difference is caused not simply by differences in the beginning preparation of teachers is suggested by the fact that 91.3 percent of teachers in the Far West regularly or frequently take evening courses, and 85.4 percent of New England teachers do so. In many regions, however, the distance between schools and university centers appears to prevent teachers from enrolling in courses during

TABLE 87

Regional Differences in Percent of Teachers Frequently or Regularly Taking Course Work at Different Times

Regional Category of Teachers	Percent of Teachers Reporting Courses at Different Times				
	Evening Courses	Weekends	On Released Time	On Sabbatical Leave	On Leave Without Pay
All teachers nationally	77.8	48.2	31.5	13.2	16.1
New England	85.4	68.0	23.8	15.0	5.6
Middle Atlantic	78.2	48.1	24.2	14.0	2.6
Southeast	75.6	46.1	40.0	13.5	24.4
Midwest	77.4	51.2	20.4	8.4	12.6
Southwest	78.9	45.5	33.3	0.0	33.3
Northwest	71.9	31.4	38.9	0.0	56.3
Far West	91.3	20.8	33.3	8.6	0.0

the school year and suggests the importance of encouraging colleges to establish off-campus extension centers to service the needs of teachers in the field. Both school administrators who work with colleges in planning inservice programs and those college departments which plan such programs independently of conferences with school people may find much to consider in Table 87.

Summer Sessions

James B. Conant has recently questioned the relative value of evening courses, extension programs, and similar efforts of teachers to accumulate college credits concurrently with full-time teaching.[8] He favors, instead, planned course work during summers or at other times when the teacher is not engaged in teaching. He recommends, too, that teachers undertake systematic programs leading to a degree.

Not all administrators, supervisors, and college specialists responsible for programs of inservice education would accept Conant's assumptions that degree programs alone are necessarily better organized or more beneficial than sound, well-planned programs of inservice education which do not lead to degrees. However, most would agree that too few of today's off-campus evening and extension courses are offered by qualified instructors in areas of greatest need. Especially in departments of English do teachers find few opportunities for evening and weekend course work, but not always do such departments offer appropriate courses during summer sessions.

[8]James B. Conant, *op. cit.*, pp. 192-193.

Participants in this survey were asked to report the number of summer sessions they had attended since earning a B.A. or a B.S. degree. The evidence would suggest that elementary teachers do not undertake summer study nearly so frequently as they report taking course work at other times. For primary grade teachers, the average is less than one summer session; for intermediate, one session; for teachers in upper grades, one and one-half summer sessions. The respondents average nine years of teaching.

When analyzed with respect to years of experience, the data are no more reassuring. The majority of the youngest teachers—those with zero to two years of experience—have taken no summer work. For those with six to ten years of experience, the average is one summer session. For the most experienced group, those with sixteen or more years' experience, the average is two summer sessions. No matter how generously one interprets the data, the conclusion remains that once they have attained the baccalaureate degree, elementary teachers on the average take one summer session for each eight years of experience. The overwhelming odds are that elementary teachers either never undertake summer study or they do so regularly and have done so recently.

Elementary teachers take one summer session every 8 years

Neither for the total national group nor for any of the smaller samplings do the data on summer study seem to follow a distribution resembling a normal curve. Teachers were asked to indicate how many summer sessions they had attended, with the possible responses ranging from zero to more than four. For the total national group and for every smaller sampling except the most experienced teachers, the modal response was zero. For

TABLE 88

Number of Summer Sessions Attended after Baccalaureate Degree

Category of Teachers	Number Responding	Percent of Teachers Indicating Number of Sessions					
		None	One	Two	Three	Four	More Than Four
All teachers nationally	2,694	36.2	17.8	13.6	10.4	6.3	15.6
Level of assignment							
Primary teachers	1,093	42.3	18.2	12.8	9.9	3.9	12.8
Intermediate teachers	1,316	33.8	15.4	14.8	11.3	8.1	16.0
Upper grade teachers	336	29.2	14.9	13.4	9.5	7.5	25.0
Years of experience							
Teachers with 0-2 years	570	65.8	20.8	8.4	3.5	0.9	0.4
Teachers with 6-10 years	527	28.9	20.9	16.2	12.4	8.6	13.3
Teachers with 16 or more years	878	24.4	14.3	13.9	10.6	9.0	27.9

most groups, the next most frequent response was more than four. The few variations in the pattern were consistent. More than four was either the second most frequent response, or it ranked close in frequency to one summer session. The distribution of summer session attendance is summarized in Table 88.

Recency of Course Work

Teachers in elementary schools more frequently take courses during the school year than during the summer. Partly perhaps because of the nature of elementary teaching, partly because of certification requirements, and partly because departments of English have only recently begun to reconsider both the range of their offerings and the scheduling of them with respect to the needs of teachers in service, it is not surprising that the elementary teacher has taken more courses in education than in English. But the courses chosen and the frequency with which they are taken should be of interest, if not of concern, both to departments of English and to those who direct and evaluate inservice programs for elementary teachers.

More teachers enroll in education than in English

On a national average, more than twice as many full-time elementary teachers have taken an education course during the past two years as have taken an English course. Since beginning full-time teaching, nearly three times as many have taken no additional work in English as have taken no additional work in education. Responses from the teachers with respect to recency of college courses were tabulated for five intervals: within the past two years; three to five years; five to ten years; more than ten years; never. The contrast between course work taken in English and in education is perhaps best illustrated by the high percentage of elementary teachers who have taken an education course within the past two years; the percentage of those who have *never* taken an English course since beginning teaching is nearly as great as the percentage taking a course in the last two years. National percentages for English and for education are summarized in Table 89.

TABLE 89

Recency of Courses since Beginning Teaching

Category of Courses	Percent of Teachers Reporting Recency of Courses				
	Within 2 Years	Within 3-5 Years	Within 5-10 Years	Over 10 Years	Never
Courses in English	28.4	18.5	14.4	16.1	22.5
Courses in education	61.8	16.4	8.8	6.1	8.8

Two facts seem clear from this study: the longer years of experience, the more one is likely to be assigned to teach in the upper grades; the higher the level of teaching, the more teachers have had academic majors and are inclined to take academic courses. In the recency of English course work, however, the two trends work in opposite directions. The two groups most likely to have taken an English course in the past two years are the teachers in grades 7 and 8 and the teachers with zero to two years' experience. Recency of college work in English for the two groups is summarized in Table 90.

One factor seems to dominate the entire pattern for those who have recently taken English courses: the identification with subject matter that accompanies assignment in the upper grades. Most teachers will either have recently completed an English course or have never completed such work. Consequently, the high percentage reporting completion of such work within two years is not surprising. The 14.7 percent reportedly completed during the past three to ten years can apply only to teachers whose total experience is no more than two years, but whose teaching was interrupted by marriage, childbirth, return to full-time study, or the other factors that tend to make elementary teaching an irregular career for some.

More NCTE members enroll in English courses

Although a subsequent section of this report will deal with professional membership and participation in subject matter organizations, the distribution of percentages for members of the National Council of Teachers of English (NCTE) seems of special relevance here. As Table 91 indicates, more than two-thirds of the elementary teachers who are NCTE members have completed course work in the subject during the past five years, com-

TABLE 90

Recency of Course Work in English since Beginning Teaching by Level of Teaching Assignment and by Years of Experience

Category of Teachers	Percent of Teachers Reporting Recency of Courses				
	Within 2 Years	Within 3-5 Years	Within 5-10 Years	Over 10 Years	Never
Level of assignment					
Primary teachers	28.5	18.7	13.3	14.5	24.9
Intermediate teachers	27.8	17.7	14.7	16.9	22.5
Upper grade teachers	34.5	22.7	13.8	15.5	13.5
Years of experience					
Teachers with 0-2 years	48.0	9.2	21.8	3.7	37.1
Teachers with 6-10 years	27.1	17.6	20.6	13.2	21.4
Teachers with 16 or more years	17.5	19.4	20.4	27.7	14.6

TABLE 91

Recency of Course Work in English for NCTE Members Compared with All Teachers Nationally

Category of Teachers	Percent of Teachers Reporting Recency of Courses				
	Within 2 Years	Within 3-5 Years	Within 5-10 Years	Over 10 Years	Never
NCTE members	48.2	20.6	12.0	13.8	5.2
All teachers nationally	28.4	18.5	14.4	16.1	22.5

pared with fewer than half of all elementary teachers generally. Whether professional activity in the NCTE arouses enthusiasm for study or whether an interest in the subject of English leads these teachers both to NCTE and to course work in English is a question which might well be considered by those attempting to stimulate interest in such work.

Those who feel that elementary teachers must become aware of new scholarship in English, such as the changing views toward rhetoric and new developments in the study of the English language, may take some satisfaction in the fact that the least experienced teachers—for whatever reasons—continue to take courses in English and that some teachers in grades 7 and 8, where the subject matter seems to them more clearly defined as English, also continue to do so. There is little joy for anyone in the realization that, on the average, the elementary teacher in this survey has taught for approximately nine years and that, on the average, six years have passed since his last English course. What is called for is not only a reconsideration by elementary teachers of the distribution of their in-service course work but also a frank examination by college English departments into the nature and the scheduling of their course offerings and more vigorous efforts by school administrators to help secure new opportunities for elementary school teachers.

With respect to courses in education, the most significant fact, as noted above, is that over twice as many elementary teachers have taken courses within the past two years as have taken English courses. Throughout the nation as a whole, nearly as many teachers have never taken an English course since beginning teaching as have taken one within the past two years. Only one-seventh as many teachers have never taken an education course as have taken one within the past two years. Although the same decline in recency of course work appears as experience increases, for education courses there is proportionately less decline as the level of teaching assignment goes up. This trend may reflect the desire of many experienced teachers to qualify for administrative and supervisory cre-

dentials. Recency of courses in education for level of assignment and length of experience is summarized in Table 92.

For the same reasons that were noted with respect to courses in English, data on the teachers with least experience are not comparable with the other finding. That is, columns 3, 4, and 5 of Table 92 can apply only to those whose service has been interrupted. Nevertheless, the findings highlight most clearly the difference in distribution of concentration in inservice education. For the great majority, responses can fall only into two courses taken within two years and those never taken.

Education departments offer courses at convenience of teachers

As was noted previously, the average elementary teacher in this survey has taught for approximately nine years, and it has been six years since his last English course. It has been approximately one and a half years since his last education course. If the data on the frequency of English courses taken give reason for concern among those planning inservice programs, how much more concern is implied in these comparative figures. In almost all regions, departments of education are willing to offer inservice courses at times convenient to teachers. Departments of English, for the most part, not only hesitate to provide late afternoon and evening offerings but are sometimes reluctant to provide instruction in some of the areas of greatest concern to teachers, such as children's literature, language development, and the teaching of reading.

Throughout this discussion of patterns in college course work, it has been apparent that despite the central role of language arts instruction in the elementary school program, teachers in their preparation and their

TABLE 92

Recency of Courses in Education by Level of Assignment and by Years of Experience

Category of Teachers	Percent of Teachers Reporting Recency of Courses				
	Within 2 Years	Within 3-5 Years	Within 5-10 Years	Over 10 Years	Never
Level of assignment					
Primary teachers	60.0	16.6	7.6	6.2	9.6
Intermediate teachers	61.6	14.8	9.0	6.2	8.8
Upper grade teachers	56.5	17.5	11.5	6.9	7.7
Years of experience					
Teachers with 0-2 years	70.1	4.8	0.4	0.9	23.6
Teachers with 6-10 years	65.3	18.2	7.7	4.4	4.4
Teachers with 16 or more years	43.8	21.8	17.4	12.8	4.5

continuing education have spent most of their effort in education courses of a general nature and in academic areas other than English. The one bright spot—the recent strengthening of preparation in English—is obviously due in good part to those who now set the requirements for and direct the preparation of elementary teachers. Whether these teachers will continue to balance their preparation in education and in subject matter will depend on the number of college English department chairmen who review course offerings and schedules and on the number of administrators who find more significant criteria for inservice growth than a stipulated number of credits of unspecified course work to be completed in a given period.

DEGREES EARNED SINCE BEGINNING FULL-TIME TEACHING

Key Findings

For elementary teachers, most of the continuing education leading to a degree is aimed at bringing teachers up to the baccalaureate level of preparation.

Programs leading to advanced certification or to a master's degree or beyond tend clearly to be undertaken and completed early in a teacher's career. For successful completion of these advanced programs, a plateau is reached well before the tenth year of experience.

Advanced degrees earned in service increase markedly with the level of teaching assignment.

At least one-fourth of those who began teaching without a baccalaureate degree have not yet reached this minimal level of academic preparation.

On the average, one out of every two elementary teachers responding to this survey has earned a degree or an advanced certificate since the beginning of full-time teaching. In view of the fact that over 40 percent began full-time teaching with less than a baccalaureate degree, this figure would seem at best to indicate little more than achievement of minimum acceptable preparation by the group sampled. A closer look at the data, however, indicates an even more deplorable situation. Although 61 percent of the degrees reported were baccalaureate degrees, the total number of such degrees (988) accounts for only 32.8 percent of the teachers participating in the survey. As Table 81 indicated, 43.2 percent of all elementary

teachers began teaching without a degree. Thus, more than 10 percent (or perhaps as many as 80,000 of the estimated elementary teaching force of 800,000) continue to teach without this minimum preparation. The national summary of degrees earned since the beginning of full-time teaching is reported in Table 93.

With respect to degrees earned after beginning full-time teaching, extremes in the size of the school in which a teacher works proved to be of no great significance. Nationally, 32.8 percent of teachers earned a baccalaureate degree after beginning full-time teaching. For teachers in schools enrolling fewer than 150 students, the figure is 33.4 percent; for those in schools having more than 600 pupils, 31.7 percent. The difference in percentage of teachers achieving master's degrees or beyond is only 0.5 percent. Only in the matter of advanced or special certificates was the difference notable. Although none of the teachers from the smallest schools earned such certificates, 4.4 percent of the entire group of teachers from the largest schools did. Comparative percentages for the smallest and the largest schools are presented in Table 94.

More teachers begin with a B.A. now than in previous years

The most striking difference related to length of teaching experience is the contrast in percentages of teachers earning baccalaureate degrees after beginning full-time teaching. After beginning their careers, teachers with sixteen or more years' experience earned nearly three times as many degrees as did less experienced teachers. Nearly 60 percent of teachers with the longest experience earned such degrees after beginning their careers. For the middle group (six to ten years of teaching) the figure is 21 percent; for the youngest group (zero to two years' experience), 10.2 percent. However, this difference seems less associated with the time

TABLE 93

Degrees Earned since Beginning of Full-time Teaching

Degree	Teachers Reporting Degrees (n = 3,030)	
	Number	Percent
B.A.	378	12.7
B.S.	610	20.1
M.A.	208	6.9
M.S.	92	3.0
M.Ed.	162	5.3
M.A.T.	4	0.1
Ph.D.	7	0.2
Ed.D.	4	0.1
Special Certificate	139	4.6
Total	1,604	53.0

TABLE 94

Degrees and Advanced Certificates Earned after Beginning Full-time Teaching by Size of School Enrollment

Size of School	Teachers Earning a B.A. or B.S.		Teachers Earning Masters' Degree or Beyond		Teachers Earning Advanced Certificate	
	Number	Percent	Number	Percent	Number	Percent
Under 150 enrollment	112	33.4	66	20.0	0	0.0
Over 600 enrollment	263	31.7	161	19.5	37	4.4

interval itself than with the educational level at beginning teaching. As discussed in the section on preservice education above, a dramatic increase in the percentage of teachers beginning their careers with at least a bachelor's degree has occurred during recent years. Beyond this minimum level of acceptable preparation, the findings suggest that some elementary teachers reach a plateau relatively early in their careers beyond which college course work, if any, is not part of a program for an advanced degree or certificate. The 595 teachers with six to ten years' experience and the 990 teachers with more than sixteen years' experience, differ by only 0.1 percent in the number earning master's or doctor's degrees, and no difference is apparent in the number earning advanced certificates. This information is summarized in Table 95.

An analysis of earned degrees in relation to level of teaching assignment yields further evidence that much of the continuing education of elementary teachers is aimed at achieving the minimum level of recommended preparation, the baccalaureate degree. For primary teachers in service, bachelor's degrees outnumber master's or doctor's degrees by 3 to 1; for intermediate teachers, 1½ to 1; for upper grade teachers, nearly

TABLE 95

Degrees and Advanced Certificates Earned after Beginning Full-time Teaching at Three Levels of Experience

Years of Experience	Number in Total Sample	Teachers Earning Degrees					
		Baccalaureate Degree		Master's Degree or Beyond		Advanced Certificate	
		Number	Percent	Number	Percent	Number	Percent
0-2	637	65	10.2	29	4.6	14	2.2
6-10	595	125	21.0	139	23.4	30	5.0
16 or more	990	589	59.5	231	23.3	50	5.0

2 to 1. The percentage of degrees increases according to the level of teaching assignment: for the 1,323 primary teachers, 589 degrees (44.5 percent); for the 1,471 intermediate grade teachers, 788 degrees and advanced certificates (53.6 percent); for the 388 upper grade teachers, 247 degrees and advanced certificates (63.7 percent).

More upper grade teachers complete advanced degrees after certification

As revealed in the section on teaching conditions, those teachers with the longest experience are somewhat more likely to be teaching in upper grades. At the same time, data on preservice education showed that teachers with longest experience are least likely to have earned a baccalaureate degree prior to full-time teaching. Consequently, it is not surprising to note that the greatest percentage of teachers in this sampling who earned a bachelor's degree after beginning their career were those in the upper grades. However, this group also contains the greatest percentage of teachers who achieved the master's degree or beyond and the greatest percentage of those who earned advanced certificates. See Table 96.

Some regional differences occur in the percentage of elementary teachers earning degrees after beginning teaching. In the Far West, for example, where rapid population growth creates a constant demand for new schools, the percentage of teachers earning advanced certificates (administration, supervision, etc.) is nearly twice the national average. In the Southeast and Midwest, where the number of teachers beginning with less than a bachelor's degree has been well above average, the percentage of teachers earning such a degree after beginning teaching is appreciably higher.

Nationally, 43.2 percent of teachers began full-time teaching with less than a bachelor's degree (see page 94). As reported in this section 32.8 percent have earned this degree since they began teaching. Since the number of teachers earning a second bachelor's degree is presumably

TABLE 96

Degrees and Advanced Certificates Earned after Beginning Teaching by Level of Teaching Assignment

Level of Principal Teaching Assignment	Number in Total Sample	Teachers Earning Degrees						Total Degrees and Certificates	Percent of Total Sample
		Bachelor's Degree		Master's or Beyond		Advanced Certificate			
		Number	Percent	Number	Percent	Number	Percent		
Primary (K-3)	1,323	449	33.9	140	10.6	0	0.0	589	44.5
Intermediate (4-6)	1,471	429	29.2	281	19.1	78	5.3	788	53.6
Upper (7-8)	388	142	36.6	81	20.9	24	6.2	247	63.7

small, one may estimate that nationally approximately 10 percent of the elementary teachers now in service do not have a bachelor's degree, or that one-fourth of those who began elementary teaching without a baccalaureate degree have not yet earned such a degree. Nor can this be explained as a result of the rapid growth of the school population in recent years and the consequent employment of substandard teachers. As was shown above, the greatest incidence of persons beginning teaching without a degree occurred among teachers with sixteen or more years of experience. The finding may reflect the fact that many teachers with more than sixteen years' experience entered the profession when a two-year normal school education was sufficient to earn full certification for teaching. Such experienced teachers are often found in the middle grades, for when they entered the profession, they were assigned to the first grade and then "promoted" to higher levels each year. In general, elementary specialists today consider that the younger the child, the greater the teaching skill needed by the teacher.

Table 97 presents the percentage of teachers in each region reporting beginning teaching with less than a bachelor's degree, and the percentage of teachers from the same regions who report having earned such a degree since beginning teaching. The data have interesting implications for the inservice needs of teachers in various regions. In some areas such as the Northwest, the Midwest, and New England, where a high percentage of teachers began teaching without degrees and a substantial portion still seem not to have completed the four-year undergraduate programs, much of the continuing education should be aimed at helping these teachers acquire their baccalaureate degrees.

Some teachers need inservice education to complete B.A.

The percentages for the Southwest and the Far West in Table 97, however, make clear that the figures in the second column cannot be taken as absolute net gain against the percentages of teachers without degrees in the first column. That is, some teachers who already hold a bachelor's degree satisfy the requirements for a second baccalaureate degree, perhaps as a prelude to undertaking graduate work, as happens in a relatively greater number of cases in the Southwest. Sometimes the second degree is taken as a means of gaining specialized academic preparation in a field other than the original major, but at a level of study most immediately useful in teaching elementary school subjects.

Although the figures in the second column of Table 97 cannot be considered a precise index of gain against the level of preparation revealed in the first column, certain trends are suggested. The favorable position enjoyed by New England states with regard to relative standing in initial preparation is lost during the course of inservice education. Inservice education for teachers in the Southeast seems to compensate conspicuously for

TABLE 97

Percent of Teachers Beginning Careers without a Baccalaureate Degree and of Teachers Earning This Degree after Beginning Teaching by Geographical Regions

Regional Category of Teachers	Percent of Teachers Beginning without Baccalaureate	
	Beginning without degree	Earned Degree since Beginning
All teachers nationally	41.9	31.6
New England	38.3	20.8
Middle Atlantic	35.2	26.4
Southeast	42.7	37.1
Midwest	55.1	38.5
Southwest	20.0	26.6
Northwest	50.0	23.9
Far West	25.0	27.4

the relatively low level of initial preparation. Teachers in the Midwest, although not so dramatically, also close the gap. The Northwest, on the other hand, second from the bottom in initial preparation, is also second from the bottom in percentage of teachers earning baccalaureate degrees in service.

An analysis of all degrees and advanced certificates earned in service shows even greater unevenness in geographical distribution. Although New England, as noted above, is the lowest in percentage of teachers earning bachelor's degrees after beginning teaching, it also has the second highest percentage of teachers earning master's degrees. While in general across the nation the greatest stress in the inservice education of elementary teachers is upon the baccalaureate degree, most notable in New England is a

TABLE 98

Percent of Teachers Earning Degrees or Advanced Certificates after Beginning Teaching by Geographical Regions

Regional Category of Teachers	Percent of Teachers Reporting Degrees		
	Baccalaureate Degree	Master's Degree or Beyond	Advanced Certificate
All teachers nationally	31.6	14.9	4.7
New England	20.8	19.5	3.9
Middle Atlantic	26.4	18.4	5.6
Southeast	37.1	15.3	4.8
Midwest	38.5	14.1	4.7
Southwest	26.6	23.3	3.3
Northwest	23.9	6.5	4.3
Far West	27.4	6.4	8.1

trend toward developing a teaching profession characterized by substantially high percentages of teachers without a bachelor's degree at one end of a scale and of teachers with a master's degree or beyond at the other. A summary of information on degrees and advanced certificates earned in service appears in Table 98.

COURSES IN WHICH TEACHERS EXPRESS INTEREST

Key Findings

79.1 percent of all teachers express great interest in courses and conferences on the teaching of reading; 60.5 percent express great interest in children's literature. Regardless of teaching assignment, size of school, length of experience, or kind of undergraduate major, teachers identify courses on reading as being of greatest interest and value.

Elementary teachers assigned to grades 7 and 8 differ from all others in ranking grammar and usage as second in interest.

As the level of teaching assignment goes up or the length of experience increases, interest in speech and oral English, language, writing, and literature grows consistently.

Teachers in small elementary schools, which lack central libraries, express less interest in children's literature than do teachers in larger schools which tend to have such libraries.

Elementary teachers participating in this survey were asked to indicate the degree of their interest in the following topics for courses or conferences: reading, writing, speech and oral English, language (grammar and usage), literature (not including literature for children), and children's literature. The overwhelming choice, nationally, was reading, which 79.1 percent of the elementary teachers reported of great interest and value. Children's literature was so characterized by 60.5 percent; language, 49.6 percent; speech and oral English, 45.3 percent; writing, 43.3 percent; literature (not including literature for children), 35.3 percent.

To determine what variation in preference might be concealed by these national averages, the investigators initially selected ten separate groups

Reading is high in interest among all teachers

of questionnaires for supplementary study: those from teachers at three levels of teaching assignment, those in the smallest and the largest schools, those from teachers with three different amounts of experience, those with some work in English or language arts in their major programs and those without. No matter how the total group was divided, the choices were relatively the same. Regardless of the level of teaching assignment, the size of school, the years of experience, the kind of undergraduate major, 74.3 percent of teachers with six to ten years of experience to 83.9 percent of primary grade teachers reported that a course or a conference on reading would be of great interest and value.

TABLE 99

Order of Frequency in Which Selected Topics Were Reported of Great Interest and Value

Category of Teachers	Topic for Course or Conference					
	Reading	Writing	Speech and Oral English	Language (Grammar, Usage)	Literature, excluding Children's Literature	Children's Literature
All teachers nationally	1	5	4	3	6	2
Level of assignment						
Primary teachers	1	4	3	5	6	2
Intermediate teachers	1	5	4	3	6	2
Upper grade teachers	1	4	3	2	6	5
Size of school						
Teachers in small schools (under 150 enrollment)	1	5	4	3	6	2
Teachers in large schools (over 600 enrollment)	1	4	5	3	6	2
Years of experience						
Teachers with 0-2 years	1	4	5	3	6	2
Teachers with 6-10 years	1	4	5	3	6	2
Teachers with 16 or more years	1	5	3	4	6	2
Undergraduate majors						
Majors in English (or related fields)	1	5	3	4	6	2
Nonmajors	1	5	4	3	6	2

The area next most frequently singled out in this way is literature for children. Nationally it is second, and, with one exception, it is second for all of the smaller samplings. Among teachers in the upper grades (7 and 8) this interest ranked fifth. Whether the ranking would have been different if the area had been called literature for children and adolescents is problematical. In any event, it is not surprising that teachers in the upper grades might place less stress on this subject and give second place to language (including grammar and usage), which the primary teachers had ranked fifth. The study of English grammar and usage is traditionally emphasized in grades 7 and 8. Teachers of English at this level no doubt rank the study of language more highly than do their colleagues at lower levels because of the problems they encounter in classroom teaching.

Literature for children is next in interest nationally

Table 99 summarizes the rank order of preference in each area for national totals and for each of the ten groups selected for special sampling. Responses in each of the areas will be considered in detail in the following pages.

TABLE 100

Ranges of Interest in Courses or Conferences on Reading

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	79.1	17.7	2.0	1.3
Level of assignment				
Primary teachers	83.9	13.3	1.2	1.6
Intermediate teachers	75.7	20.3	2.4	1.0
Upper grade teachers	72.2	23.9	2.4	1.5
Size of school				
Teachers in small schools (under 150 enrollment)	73.0	23.3	2.0	1.7
Teachers in large schools (over 600 enrollment)	79.2	16.9	2.4	1.3
Years of experience				
Teachers with 0-2 years	79.8	17.1	2.0	0.8
Teachers with 6-10 years	74.3	22.1	2.2	1.6
Teachers with 16 or more years	82.9	13.6	2.5	1.3
Undergraduate majors				
Majors in English (or related fields)	78.3	17.8	2.3	1.3
Nonmajors	79.8	17.0	1.6	1.3

Reading

Some contemporary critics contend that elementary schools have lost interest in methods of teaching reading. At the same time, others argue that teachers have spent too much time studying pedagogy and methods of teaching. The response of teachers to the prospect of a course or a conference on reading suggests that neither contention is wholly true. The teachers are undeniably interested in reading, and they want more work in this field. It is not surprising to note a slight decline in the degree of high interest from primary teachers to teachers in grades 7 and 8 and a corresponding slight increase in the percentages reporting such a topic of little or of no interest or value. But the argument that teaching methods are best learned on the job finds little support in the fact that, between teachers with minimum experience (zero to two years) and those with most experience (sixteen or more years), interest in work in reading is slightly higher in the latter group. Table 100 summarizes information on the interest reported in reading as a topic for a course or conference.

TABLE 101

Distribution of Interest in Courses or Conferences on Children's Literature

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	60.5	30.1	5.7	3.7
Level of assignment				
Primary teachers	64.0	27.0	4.4	4.1
Intermediate teachers	58.9	32.1	6.3	2.7
Upper grade teachers	50.1	34.0	8.3	7.7
Size of school				
Teachers in small schools (under 150 enrollment)	52.3	34.0	6.7	7.0
Teachers in large schools (over 600 enrollment)	60.6	31.6	4.9	3.2
Years of experience				
Teachers with 0-2 years	55.9	33.0	7.5	3.4
Teachers with 6-10 years	54.2	35.5	5.7	4.4
Teachers with 16 or more years	68.2	24.6	3.8	3.1
Undergraduate majors				
Majors in English (or related fields)	61.8	28.2	4.4	5.7
Nonmajors	60.7	29.5	5.8	3.0

Children's Literature

None of the other topics suggested for courses or conferences elicited as much interest as reading. Children's literature, second, was the only other topic reported of great interest and value by over 50 percent of elementary teachers within every category. Nationally it drew this response from over 60 percent of the teachers. Only for teachers in grades 7 and 8 did it drop below second place in the ranking of topics.

Central libraries and children's literature

Information reported in the section entitled Conditions under Which English Is Taught in Elementary Schools pointed up the difference between large and small schools with respect to central libraries. Teachers in the smallest schools, which have by far the fewest libraries, are apparently less interested in children's literature than those in large schools. But, although teachers with the longest experience might be expected to show somewhat less interest in children's literature than their colleagues with less experience, the reverse is actually true. The most experienced teachers are those most interested in children's literature. Whether this reflects recent changes in programs for preparing teachers or a change in the point of view of teachers who have taught longer than ten years seems a fruitful question for subsequent study. Table 101 summarizes the distribution of interest in children's literature as the focus for a conference or a course.

Language (Grammar, Usage)

As a topic for a course or a conference, language elicited a great diversity of response. As Table 99 revealed, language was ranked second most important by one group, third by most groups, fourth by two, and fifth by one. Nationally, 49.6 percent of teachers indicated this topic to be of great interest and value, but the response of smaller groups within the national sampling varied by as much as 14 percent from the average. The greatest variation occurred with level of assignment. Not surprisingly, it was ranked second by teachers in grades 7 and 8 and fifth by teachers in primary grades. Table 102 reports the percentage of responses at each of the four points on the scale of interest.

Speech and Oral English

Among the several groups reported in Table 99 in this section, speech and oral English was ranked variously as third, fourth, and fifth in importance. As in the case of language, teachers from the smallest and the largest

TABLE 102

Distribution of Interest in Courses or Conferences on Language (Grammar, Usage)

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	49.6	38.4	8.7	3.3
Level of assignment				
Primary teachers	39.4	45.4	10.8	4.4
Intermediate teachers	56.0	33.7	7.3	3.0
Upper grade teachers	63.6	29.6	5.6	1.2
Size of school				
Teachers in small schools (under 150 enrollment)	51.9	35.8	9.5	2.8
Teachers in large schools (over 600 enrollment)	51.8	36.7	8.6	2.7
Years of experience				
Teachers with 0-2 years	47.7	39.0	10.3	3.3
Teachers with 6-10 years	47.0	40.7	8.6	3.5
Teachers with 16 or more years	49.8	38.9	7.9	3.1
Undergraduate majors				
Majors in English (or related fields)	51.6	35.1	9.2	3.7
Nonmajors	48.0	39.7	8.5	3.3

schools indicate little difference in the importance they attach to it. But as the level of teaching assignment goes up, as years of experience increase, and as English is included in the undergraduate major, speech and oral English clearly gains interest as the subject for a conference or a course. This suggests that as teachers gain experience, they may come to appreciate more fully the contribution that work in oral language can make to the total English program. The distribution of teacher interest in this topic is summarized in Table 103.

Writing

Interest in reading and in children's literature, despite their dominant position nationally, tended to diminish as level of teaching assignment increased. For writing, like three other topics, interest increased with level of assignment, especially at the upper grades (from 42.1 percent for teachers in primary grades to 52.8 percent for teachers in grades 7 and 8). Differences related to size of school and level of teaching assignment are negligible among those teachers responding to this survey. Teachers with

TABLE 103

Distribution of Interest in Courses or Conferences on Speech and Oral English

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	45.3	42.9	9.0	2.9
Level of assignment				
Primary teachers	43.3	44.2	9.3	3.5
Intermediate teachers	44.9	43.5	9.2	2.2
Upper grade teachers	55.1	35.4	7.2	2.2
Size of school				
Teachers in small schools (under 150 enrollment)	46.6	41.9	10.1	1.4
Teachers in large schools (over 600 enrollment)	44.8	42.5	9.3	3.8
Years of experience				
Teachers with 0-2 years	34.4	50.6	12.3	3.0
Teachers with 6-10 years	40.2	48.6	7.4	3.7
Teachers with 16 or more years	51.7	34.9	6.7	6.7
Undergraduate majors				
Majors in English (or related fields)	52.3	36.7	8.1	2.6
Nonmajors	43.7	44.9	9.2	3.1

English in their undergraduate majors are also obviously more interested in this topic, as is true for all other topics except reading and children's literature, in which the difference is slight. Information on the degree of interest in courses or conferences on writing is summarized on Table 104.

Literature (Not Including Literature for Children)

The relative lack of interest in courses or conferences focused on literature *per se* is noticeable in several ways. The combined percentage of teachers reporting the topic of little or no interest (24.4 percent) is nearly double that for writing, which ranked next to the bottom. For the first time, the modal response for the total group and for all but three of the smaller samplings selected for study was of *some* interest and value. In no case did as many as half the respondents indicate that the subject was of great interest and value. Elementary teachers who majored in English appeared only slightly more interested in courses and conferences in literature than did nonmajor teachers. Only in the cases of teachers in grades 7 and 8, teachers in schools enrolling over 600 pupils, and teachers with English

3

TABLE 104

Distribution of Interest in Courses or Conferences on Writing

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	43.3	43.3	9.8	3.6
Level of assignment				
Primary teachers	42.1	44.6	10.1	3.6
Intermediate teachers	42.9	42.4	10.6	4.1
Upper grade teachers	52.8	39.5	4.0	3.7
Size of school				
Teachers in small schools (under 150 enrollment)	44.0	40.9	9.9	5.3
Teachers in large schools (over 600 enrollment)	45.4	42.6	8.3	3.5
Years of experience				
Teachers with 0-2 years	42.4	44.0	10.6	3.2
Teachers with 6-10 years	44.0	41.7	11.3	3.1
Teachers with 16 or more years	44.3	42.0	9.4	4.5
Undergraduate majors				
Majors in English (or related fields)	47.5	39.9	9.4	3.3
Nonmajors	42.2	44.3	9.9	3.6

included in the undergraduate major did the top ranking surpass the second. This information is reported in Table 105.

Later sections of this report will be concerned with the participation of elementary teachers in professional organizations and the apparent effect of this participation on attitudes toward and the pursuit of continuing education. The great majority of elementary teachers belong to national, state, and local education associations. Considerably fewer involve themselves as well in subject matter organizations. To determine the effect of this latter involvement, the investigators studied the response of those elementary teachers who are members of the National Council of Teachers of English to discover any differences in their responses to some of the issues covered by the survey. The degree of interest in topics for courses or conferences was one of the questions so studied.

In every case, the interests of Council members exceeded the national average. As a matter of fact, in only one of the six areas suggested for courses or conferences did any of the other smaller samplings exceed in percentage the number of NCTE members indicating great interest. For

TABLE 105

Distribution of Interest in Courses or Conferences on Literature (Not Including Literature for Children)

Category of Teachers	Percent of Teachers Reporting Interest			
	Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
All teachers nationally	35.3	40.3	17.1	7.3
Level of assignment				
Primary teachers	31.1	39.4	19.1	10.6
Intermediate teachers	35.3	43.7	15.9	5.4
Upper grade teachers	48.5	35.3	12.5	3.9
Size of school				
Teachers in small schools (under 150 enrollment)	35.2	39.1	12.5	3.9
Teachers in large schools (over 600 enrollment)	41.2	38.4	14.5	5.9
Years of experience				
Teachers with 0-2 years	34.0	42.5	16.0	7.5
Teachers with 6-10 years	33.7	40.0	19.5	6.7
Teachers with 16 or more years	35.6	39.5	17.0	7.7
Undergraduate majors				
Majors in English (or related fields)	42.9	36.3	13.2	7.2
Nonmajors	33.6	40.7	17.8	7.2

children's literature, the primary teachers and the teachers with the longest experience exceeded the NCTE group by .4 percent and 4.6 percent respectively. In the other areas the degree of interest expressed by NCTE members exceeded that of all other groups, regardless of level of assignment, of size of school, of years of experience, or of the kind of undergraduate major. This group is similarly distinguished by its infrequency of negative responses: "of little interest" or "of no interest." A comparison of the interest of NCTE members and that of the national sampling is given in Table 106.

Although elementary teachers who are members of NCTE tend to be assigned to intermediate and upper elementary level classes, their interest in each of the six areas proposed for courses or conferences surpasses that of primary teachers in all areas except that of children's literature, where the difference is almost negligible. Although they tend to have more than average experience, their interest surpasses that of the least experienced in those very areas that interest the latter most. Although a substantial percentage of NCTE members has specialized undergraduate training in areas

TABLE 106

Interest of Total National Sample and of NCTE Members in Six Topics for Courses or Conferences

Topic	Sample	Percent of Teachers Reporting Interest			
		Of Great Interest and Value	Of Some Interest and Value	Of Little Interest and Value	Of No Interest
Reading	National	79.1	17.7	2.0	1.3
	NCTE	84.0	16.0	0.0	0.0
Children's literature	National	60.5	30.1	5.7	3.7
	NCTE	63.6	32.6	3.5	0.0
Speech and oral English	National	45.3	42.9	9.0	2.9
	NCTE	55.5	39.4	3.6	1.8
Language (grammar, usage)	National	49.6	38.4	8.7	3.3
	NCTE	68.3	26.3	5.3	0.0
Writing	National	43.3	43.3	9.8	3.6
	NCTE	63.4	26.7	5.0	5.0
Literature (except children's literature)	National	35.3	30.3	17.1	7.3
	NCTE	53.6	31.5	12.9	1.8

that do not include English or language arts, their expressed interest is greater than that of all English or language arts majors in those areas that most attract the latter.

Subject matter associations interest strong teachers

Two conclusions are clear. Teachers who have strong interest in pedagogy and subject matter tend to be interested in subject matter associations. Participation in subject matter associations has a consistent and measurable positive relationship to the interest teachers feel in both pedagogy and in subject matter. And as the level of interest diminishes for all elementary teachers nationally, the difference in degree of interest becomes more dramatic. In the three topics drawing the least interest nationally—language, writing, and literature *per se*—the difference between the total group and the NCTE members in percentages indicating great interest is 18.7 percent, 20.1 percent, and 18.3 percent respectively.

At a time when basis concepts within disciplines and knowledge about teaching them are changing rapidly, appropriate course work should be for most teachers an indispensable component of continuing education. Although district requirements for inservice credit must often be completed within a specified time, regardless of the appropriateness of the course content, the importance of college work is nevertheless emphasized. Yet

courses constitute only one of the resources for the continuing education of teachers. Among the other means for improving one's teaching ability are resources provided by the schools: time for meetings, scheduled conferences, consultant help; and activities undertaken by teachers independently: reading books and periodicals on the teaching of English, studying research reports, attending workshops. The extent to which teachers take part in any of these activities depends on how useful teachers perceive them to be and on how available they are.

CONFERENCES, WORKSHOPS, AND PROFESSIONAL MEETINGS

Key Findings

Elementary teachers consider conferences with fellow teachers to be more helpful than college courses.

Most teachers have never participated in voluntary inservice activities, such as workshops, meetings with college specialists, and meetings of professional associations. Many teachers have not taken part in such activities during the last two years.

Although professional meetings with other teachers are for most teachers the most valuable inservice activity, only one-fourth of the teachers report that they often have such opportunities.

The dominant characteristic of conferences, institutes, and workshops offered for elementary teachers is that of generalism: general speakers instead of language arts specialists, general supervisors instead of supervisors trained in language arts, general workshops instead of workshops devoted to language arts.

Helpfulness of Resources

In this survey the elementary teachers were asked to indicate the extent to which they found seven kinds of inservice activities to be helpful. Except for one of the smaller samplings which deviated markedly from the national pattern, two facts are noteworthy. Elementary teachers do not place the same premium on course work that secondary school teachers do. Although those in the smallest schools and those with the longest experience did rate courses highest, the average response for the total group places college courses solidly in second place, listing conferences with other teachers first in importance. The second fact made clear by the responses is that for virtually all elementary teachers effective inservice work is a collective rather than an individual enterprise. This is, for the national sample and for all of the other samples but one, activities which involve conferences, courses, and workshops rank higher than independent, self-directed study. The rank order in which teachers rated these resources for their helpfulness is given in Table 107.

Collective inservice efforts outrate independent study

TABLE 107

Helpfulness of Resources in Rank Order

Category of Teachers	Percent of Teachers Reporting Helpfulness						
	Conference with Supervisor or Principal	Conference with Other Teachers	Participation in Workshops	Studying Research Reports	Reading Professional Books & Journals	Reading Books & Periodicals of General Interest	College Courses
All teachers nationally	3	1	4	7	5	6	2
Level of assignment							
Primary teachers	2	1	4	7	5	6	3
Intermediate teachers	3	1	4	7	5	6	2
Upper grade teachers	3	1	5	7	4	6	2
Size of school							
Teachers in small schools (under 150 enrollment)	2	3	4	7	5	6	1
Teachers in large schools (over 600 enrollment)	3	1	4	7	5	6	2
Years of experience							
Teachers with 0-2 years	2	1	5	7	4	6	3
Teachers with 6-10 years	3	1	4	7	5	6	2
Teachers with 16 or more years	2.5	2.5	4	7	5	6	1
NCTE members	6	4	5	7	1	2.5	2.5

NCTE members appear to have found a valuable resource in independent reading and study. In all likelihood, this condition is probably true for

members of other subject matter associations. But as a later section will show, few elementary teachers belong to any such organizations. Since membership in these associations usually carries the privilege of greater access to useful teaching materials and a stronger disposition to use them, those in charge of preservice programs and inservice education should give serious thought to encouraging such membership.

NCTE membership fosters inservice interests

Membership in NCTE is not only associated with a different distribution of interest; it is also accompanied by a higher overall interest in most inservice activities. Thus, 51.5 percent of NCTE members rank workshops highly, even though the national average is 32.1 percent; and 56.4 percent of NCTE members rate the reading of professional books and periodicals as of great help, whereas 30.3 percent of teachers do so nationally. Clearly those elementary teachers who join the Council are an unusual group.

Although differences in average percentages for high interest in the seven areas are modest, a consistent trend is evident. The degree of helpfulness which teachers derive from all seven areas diminishes as the teaching level goes up; it increases with years of experience and with size of school; and it stands out for NCTE members. See Table 108.

TABLE 108

Average Percent of Teachers Reporting Seven Inservice Activities of Greatest Help

Category of Teachers	Percent Reporting Helpfulness
All teachers nationally	35.7
Level of assignment	
Primary teachers	33.0
Intermediate teachers	31.8
Upper grade teachers	31.1
Size of school	
Teachers in small schools (under 150 enrollment)	30.9
Teachers in large schools (over 600 enrollment)	32.4
Years of experience	
Teachers with 0-2 years	29.8
Teachers with 6-10 years	30.9
Teachers with 16 or more years	35.7
NCTE members	44.6

Availability of Resources

Teachers were asked to indicate on a four-point scale the extent to which the five different resources were available. The resources and the modal response for the national group are as follows:

Consultant help from general elementary supervisor or curriculum director.....Often

Consultant help from supervisor trained in language arts.....Never
Help from school or district librarian.....On call
Meeting with other teachers.....Occasionally
Consultation with college specialists.....Never

Each of these resources has special value, and under optimum conditions the modal response for all would be "often." But it needs to be noted that the kinds of help most available are of the general nature that characterizes the collegiate training of the teachers. The two resources most

TABLE 109
Availability of Consultant Help from General Elementary Supervisor or Curriculum Director

Category of Teachers	Percent of Teachers Reporting Availability			
	Often	Occasionally	On Call	Never
All teachers nationally	27.8	17.6	35.0	19.6
Level of assignment				
Primary teachers	30.6	16.6	31.9	20.5
Intermediate teachers	26.8	17.2	36.1	19.4
Upper grade teachers	18.1	24.8	36.2	20.7
Size of school				
Teachers in small schools (under 150 enrollment)	15.7	22.4	33.4	28.4
Teachers in large schools (over 600 enrollment)	35.3	17.6	35.2	11.7

TABLE 110
Availability of Consultant Help from Supervisor Trained in Language Arts

Category of Teachers	Percent of Teachers Reporting Availability			
	Often	Occasionally	On Call	Never
All teachers nationally	15.1	16.0	26.7	42.3
Level of assignment				
Primary teachers	16.8	16.7	24.8	41.4
Intermediate teachers	14.7	15.2	26.5	43.4
Upper grade teachers	6.5	16.2	30.8	46.7
Size of school				
Teachers in small schools (under 150 enrollment)	8.0	20.5	22.8	48.6
Teachers in large schools (over 600 enrollment)	20.4	19.0	29.5	31.4

likely to provide specialized help in problems of language arts instruction are most frequently not available. And that resource which teachers find most valuable—meetings with other teachers—is made available only occasionally.

Apparently contacts with college specialists in English or English education are infrequent. For whatever reasons, the elementary teachers most often took courses other than English. And it is very clear that apart from such contact in formal courses, elementary teachers rarely find it possible to confer with English specialists. Nationally, 53.9 percent of teachers report that they have never had such an opportunity. Only 3.9 percent report that such consultation is often available. With respect to meetings with other teachers,

TABLE 111
Availability of Help from School or District Librarian

Category of Teachers	Percent of Teachers Reporting Availability			
	Often	Occasionally	On Call	Never
All teachers nationally	28.4	13.8	29.8	28.0
Level of assignment				
Primary teachers	30.2	12.7	29.9	27.2
Intermediate teachers	26.6	13.4	28.9	30.8
Upper grade teachers	24.8	18.5	29.9	26.6
Size of school				
Teachers in small schools (under 150 enrollment)	16.3	12.4	24.9	46.5
Teachers in large schools (over 600 enrollment)	34.7	13.3	31.7	20.3

TABLE 112
Frequency of Meetings with Other Teachers

Category of Teachers	Percent of Teachers Reporting Availability			
	Often	Occasionally	On Call	Never
All teachers nationally	27.2	53.7	7.6	11.6
Level of assignment				
Primary teachers	29.2	52.7	6.5	11.2
Intermediate teachers	25.1	54.2	8.4	12.3
Upper grade teachers	28.4	53.4	7.4	10.8
Size of school				
Teachers in small schools (under 150 enrollment)	24.6	54.9	7.4	13.1
Teachers in large schools (over 600 enrollment)	29.7	55.5	7.0	8.0

TABLE 113

Frequency of Consultation with College Specialist

Category of Teachers	Percent of Teachers Reporting Availability			
	Often	Occasionally	On Call	Never
All teachers nationally	3.9	24.7	17.5	53.9
Level of assignment				
Primary teachers	3.8	26.3	17.7	52.4
Intermediate teachers	3.6	23.3	15.9	56.9
Upper grade teachers	6.4	24.4	22.1	47.2
Size of school				
Teachers in small schools (under 150 enrollment)	6.0	27.9	15.1	50.9
Teachers in large schools (over 600 enrollment)	3.1	25.1	17.5	54.1

TABLE 114

Random Data about Institutes (percent of teachers responding)

Distribution of Percents	Frequency	Attendance	Percent of Time in Language Arts	Speakers
Semiannual	19.5			
Annual	63.0			
Biennial	4.9			
Other	12.6			
Voluntary		11.3		
Expected		48.7		
Mandatory		39.9		
Less than 10%			28.5	
10-25%			27.4	
26-50%			22.2	
51-75%			12.1	
76-100%			9.9	
College teachers of English				16.6
Language arts teachers from other schools				12.7
Specialists in language arts education				26.6
General curriculum person				35.9
Other				8.2

the picture is better, but not much better. As many as 11.6 percent report they never have such meetings. Only 27.2 percent report that they often have this opportunity. The extent to which each of these resources is available to elementary teachers is summarized in Tables 109 through 114.

In each of the seven geographical regions, the assistance that is available tends consistently to be more in areas of general curriculum than in specific assistance with respect to content and method in language arts instruction. The rarest help of all is that which could be provided by a college specialist working in consultation with teachers on planning programs or on refining teaching methods. General supervision is available twice as often as language arts supervision. And meetings with fellow teachers, perhaps the most helpful activity as perceived by most teachers, take place at best occasionally. This source of help, perhaps the one that appropriately should most frequently be marked "often" or "on call," almost never is. In Chart V are summarized the percentages of teachers in each region for whom each of these sources of help is only occasionally or never available.

Elementary teachers meet only occasionally

Teachers' Institutes

All the data so far suggest that inservice education for elementary teachers tends to be a collective enterprise. The gregarious nature of this activity probably reaches its apex each year in the annual district institute for teachers. Information received in the secondary survey indicates that slightly over 71 percent of teachers at that level take part in such institutes. For elementary teachers the figure is even higher: 81.5 percent.

Institutes are made to serve several purposes. In districts with widely scattered schools or with hundreds of teachers, it is the one time during the school year when teachers meet together to consider problems of common interest. It is a time for new teachers to meet their colleagues. Frequently, it is used as a medium for making clear new administrative procedures. In large systems, it may be the only opportunity teachers will have to see their chief administrators, until the next institute.

Whatever other purposes institutes for elementary teachers serve, however, they provide little by way of added background for teaching language arts. For the average teacher, the institute is an annual event at which attendance is either expected or mandatory. The teacher spends approximately 25 percent of his institute time in activities specifically concerned with language arts instruction. If there is a guest speaker, in all likelihood he is a general curriculum person.

Most district institutes are general

Criticisms of institutes and honest efforts to improve them occur as regularly as the institutes themselves. The slight percentage of teachers for whom attendance is voluntary suggests that problems have not all been solved. Some districts have actually abandoned the formal institute and, at the suggestion of local teachers or in imitation of other programs, have substituted such activities as visitation days in other schools. The percent-

CHART V

Percent of Teachers Reporting That Certain Kinds of Assistance Are Only Occasionally or Never Available

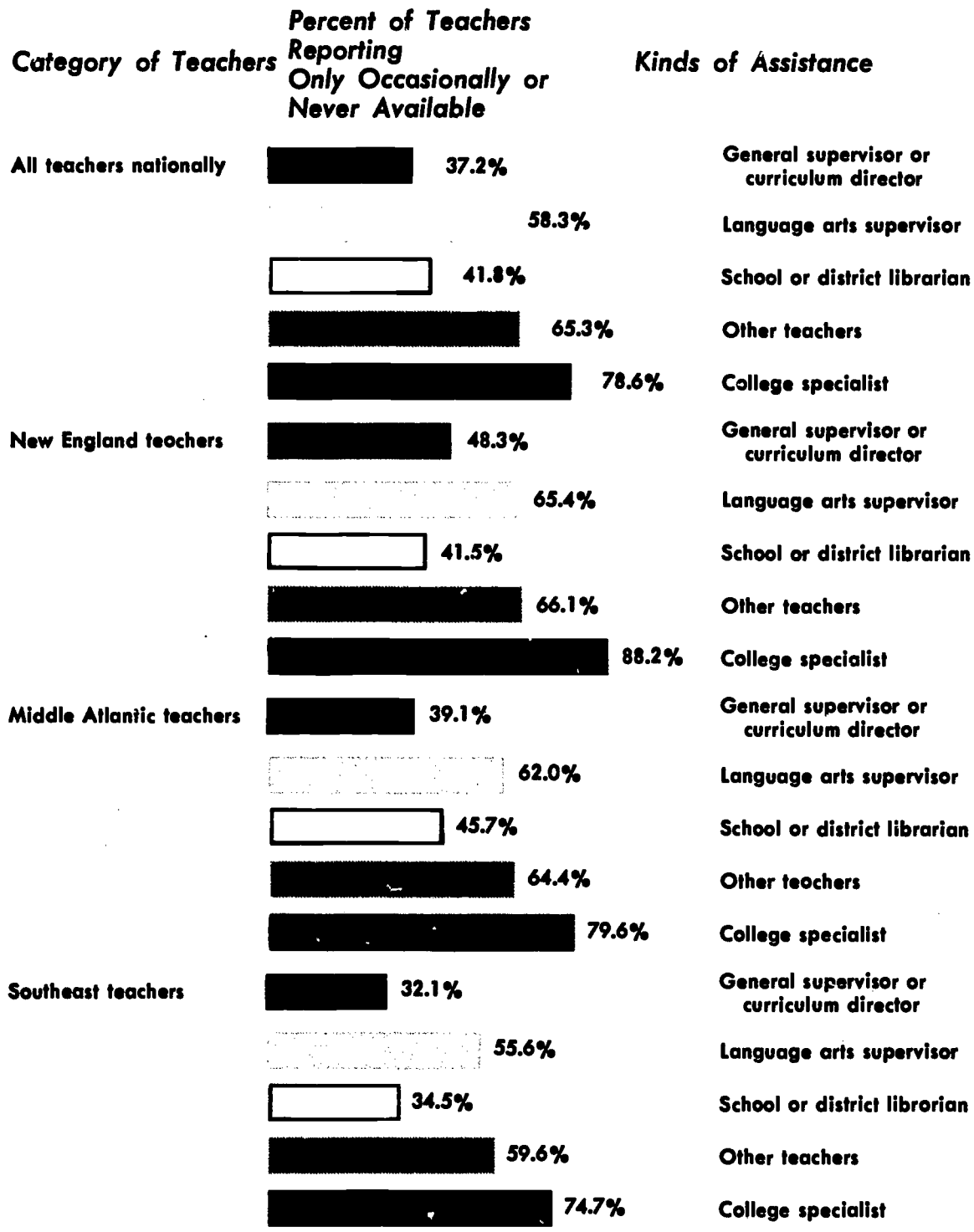
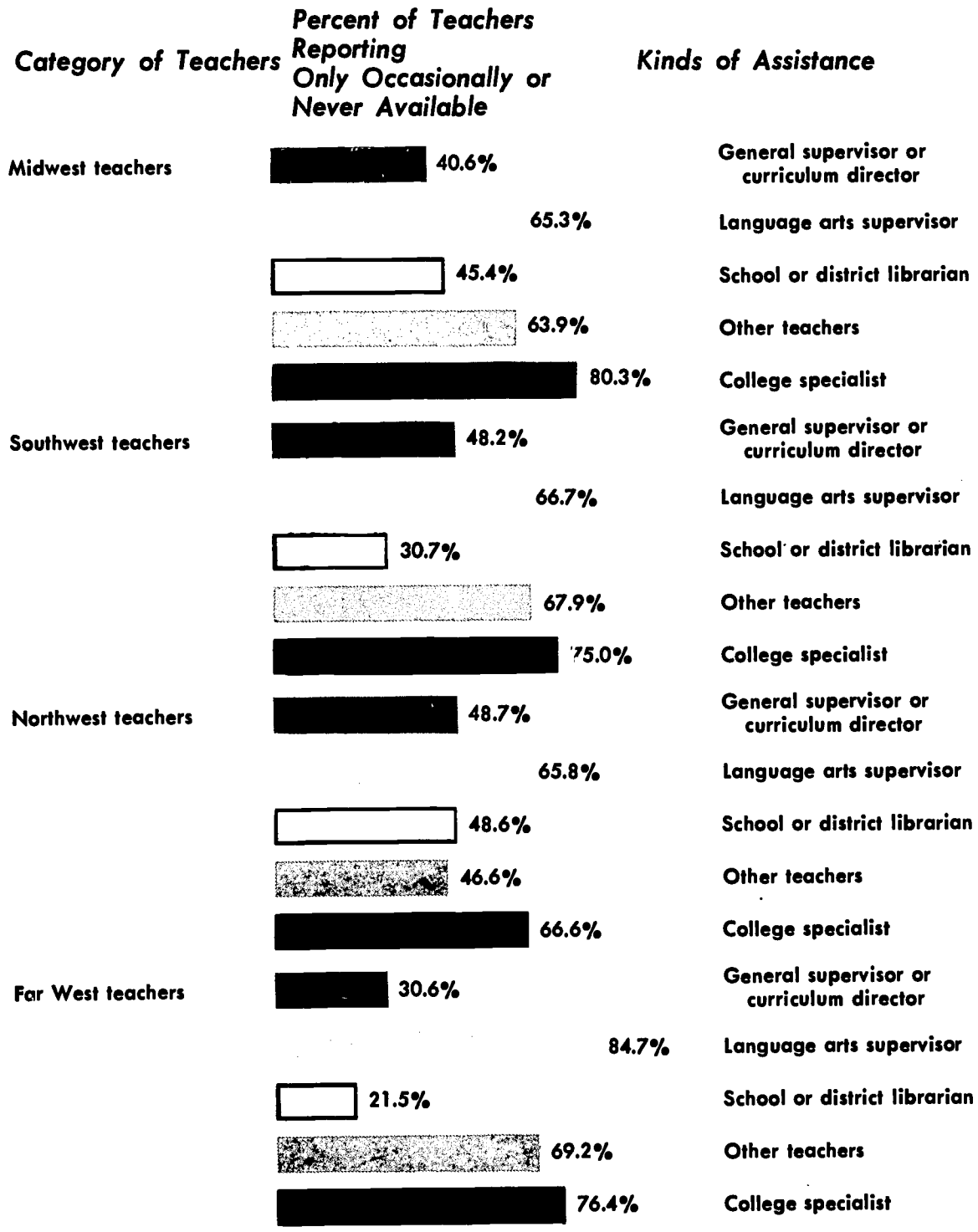


CHART V (Continued)

Percent of Teachers Reporting That Certain Kinds of Assistance Are Only Occasionally or Never Available



age of districts that have retained institutes, however, indicates that many administrators see in these programs values that will not be served by other activities.

One place to consider change is clearly in the quality of generalism that characterizes so many programs. If anything is clear in the data so far, it is that teachers at different levels of experience and teaching assignment profit most from different kinds of activities. In addition to providing for the varying needs of teachers, as surely as they have committed themselves to devise varying programs for different kinds of students, school officials might experiment with institute programs on specific content areas within the elementary curriculum rather than, as a dominant pattern, to work consistently at the level of general curriculum.

Recency of Attendance at Professional Meetings and Workshops

When the analysis of inservice activities shifts from helpfulness and availability to the recency with which teachers have utilized them, membership in a professional subject matter organization takes on importance. Aside from college courses and district institutes, various other opportunities are available for inservice education: local or regional meetings of English teachers, statewide meetings, NCTE annual conventions, voluntary workshops, and individual conferences with college specialists in English and English education.

Subject matter associations stimulate frequent attendance

If frequency of participation in some or all of these activities is desirable, schools have two obvious ways to assure such participation: to employ teachers who specialized in English or language arts in their undergraduate program, or to stipulate inservice requirements and to accept such participation as partial satisfaction. The recency of participation in such activities by majors, nonmajors, those who must meet inservice requirements, and NCTE members is summarized in Tables 115 through 119.

These tables reveal that in virtually every instance the greatest likelihood is that the teacher has not taken advantage of or had available any

TABLE 115

Recency of Participation in a Voluntary Workshop

Category of Teachers	Percent of Teachers Reporting Recency				
	Within 2 Years	3-5 Years	5-10 Years	More Than 10 Years	Never
All teachers nationally	8.6	6.3	2.8	2.1	69.4
English majors	24.0	7.5	2.9	3.0	63.5
Nonmajors	17.8	6.2	2.9	1.8	71.2
Teachers with inservice requirements	19.1	6.3	3.1	2.5	69.4
NCTE members	52.8	7.3	7.3	5.5	27.3

TABLE 116

Recency of Attendance at Local or Regional Meetings of English Teachers (other than a school or district meeting)

Category of Teachers	Percent of Teachers Reporting Recency				
	Within 2 Years	3-5 Years	5-10 Years	More Than 10 Years	Never
All teachers nationally	11.8	4.5	3.4	2.8	68.4
English majors	27.1	5.7	3.9	3.9	59.4
Nonmajors	18.8	4.0	3.4	2.3	71.2
Teachers with inservice requirements	22.4	4.2	3.4	2.9	66.9
NCTE members	60.8	13.5	3.4	1.7	20.3

TABLE 117

Recency of Attendance at State Meetings of English Teachers

Category of Teachers	Percent of Teachers Reporting Recency				
	Within 2 Years	3-5 Years	5-10 Years	More Than 10 Years	Never
All teachers nationally	9.1	2.0	1.7	1.8	85.4
English majors	13.3	2.6	2.9	3.5	78.0
Nonmajors	7.8	2.0	1.7	1.4	87.5
Teachers with inservice requirements	8.6	1.7	2.1	1.9	85.3
NCTE members	27.1	8.5	1.7	5.1	57.5

TABLE 118

Recency of Attendance at NCTE Annual Convention

Category of Teachers	Percent of Teachers Reporting Recency				
	Within 2 Years	3-5 Years	5-10 Years	More Than 10 Years	Never
All teachers nationally	4.5	1.3	0.5	0.9	92.8
English majors	7.6	1.4	1.0	1.5	88.3
Nonmajors	3.8	1.2	0.5	0.9	94.5
Teachers with inservice requirements	3.4	1.1	0.6	0.9	93.6
NCTE members	20.8	5.7	3.8	69.9	0.0

of the five inservice activities listed. Those teachers for whom this is not the case are most likely to have undertaken such activities during the past two years. The one exception to this pattern is the NCTE members, who are most likely to have participated in one of these activities during the past two years. Table 120 reports the percentages of teachers participating in terms of frequency by level of assignment and length of experience. Different samplings all show the same general characteristics.

TABLE 119

Recency of Consultation with a Specialist on English or the Teaching of English

Category of Teachers	Percent of Teachers Reporting Recency				
	Within 2 Years	3-5 Years	5-10 Years	More Than 10 Years	Never
All teachers nationally	40.5	5.9	3.7	2.1	47.7
English majors	45.6	7.5	4.3	2.8	39.9
Nonmajors	39.5	5.3	3.7	1.8	49.9
Teachers with inservice requirements	43.7	5.5	4.5	2.3	44.4
NCTE members	76.4	3.6	1.8	7.3	10.9

New Developments

Reports in the general press and accounts in professional periodicals make clear that this is an age of revolution in education. Traditional notions about graded classes, fixed class size, conventional reading materials, and inflexible bell schedules are only some of the ideas that have come first under scrutiny, then under attack. With flexible schedules and class sizes, with new teaching materials and new media of instruction, much ferment and experimentation are going on in education. But they are doing so in very few places. The great majority of elementary teachers work in schools that are as untouched by these developments as if they had never taken place.

Reading groups most common

While it is true that 79.2 percent of elementary teachers responding to this survey teach in schools that have reading groups, this is hardly a new development. Yet of twelve possible variations on conventional organization for instruction, this is the only one that is underway in over 50 percent of the schools. Fewer than 15 percent of elementary teachers are in schools that have developed any programs or have done any experimentation with team teaching, ungraded classes, programed learning, or teaching machines. Percentages of teachers reporting that these programs are in use in their schools are reported in Table 121.

Generalism is the main fault

If principles of learning can be identified which apply generally, other principles or applications are unique to each subject. Teachers who are employed in the same school and who are citizens of the same community share common problems that can be solved only by joint effort. But the variety of response from teachers at different levels of assignment and of experience makes clear that they also have different problems that call for separate solutions. Nevertheless, the overriding characteristic of the teachers' in-

TABLE 120

Recency of Participation in Inservice Activitity for Different Groups of Teachers

Kind of Inservice Activity	Percent of Teachers in Categories Reporting Recancy													
	All Teachers Nationally		Primary Teachers		Intermediate Teachers		Upper Grade Teachers		Teachers with 0-2 Years' Experience		Teachers with 6-10 Years' Experience		Teachers with 16 or More Years' Experience	
	Last 2 Years	Never	Last 2 Years	Never	Last 2 Years	Never	Last 2 Years	Never	Last 2 Years	Never	Last 2 Years	Never	Last 2 Years	Never
Voluntary workshop	18.9	69.8	13.2	78.7	18.9	70.1	23.4	10.1	16.4	82.5	18.7	67.5	20.4	62.0
Local or regional English meeting	20.7	68.4	15.0	75.8	19.9	69.2	35.5	49.0	20.8	77.7	18.4	70.1	24.9	59.3
State English meeting	9.1	85.4	7.9	87.4	8.0	86.7	13.2	78.8	9.4	89.3	8.2	86.0	11.0	81.4
NCTE meeting	4.5	92.8	3.9	93.7	3.5	94.3	6.3	90.0	5.1	94.6	5.0	92.8	4.0	90.9
Conference with college specialist	40.5	47.7	32.5	55.7	43.4	45.4	37.4	34.0	43.7	44.1	38.4	43.4	45.6	39.9

volvement in conferences, workshops, institutes, and similar activities is that of all-purpose generalism. General supervisors outnumber subject matter specialists by about two to one. General speakers at institutes outnumber specialists by approximately as much. The measures that could most effectively balance the tendency to generalism—meetings of teachers with common interests and problems, conferences with subject matter specialists, access to a wide variety of professional materials in various subjects (as noted on the report on teaching conditions above)—are at best only infrequent, more often nonexistent. In some instances, general supervisors also develop specialties in such areas as reading or language arts, but the data here indicate that teachers are not likely to receive such specialized help.

The result of this paucity of stimulation for advanced work and experimentation within subject matter areas is clearly reflected in the data on new developments. Development and refinement of new teaching methods and materials are unlikely to be any more common than the report in Table 121 until teachers have access to and take advantage of that specialized and directed assistance that is now available to so few.

PROFESSIONAL READING AND PROFESSIONAL ASSOCIATION

Key Findings

42 percent of elementary teachers do not have ready access to a professional library. Those teachers in the smallest schools who are least likely to have subject matter supervision, who typically have the briefest preparation, who have little opportunity for meetings with colleagues on similar problems, are also those who have the least access to professional libraries.

The typical elementary teacher regularly reads two professional journals, both of a general, "all-school" nature. Barely 20 percent regularly read either of the two national journals devoted exclusively to English and the language arts in the elementary school.

Teachers who need the most assistance—those with minimal preparation and little or no experience—read the fewest periodicals and take the smallest part in professional associations.

No preparatory program graduates fully trained teachers at the end of four years. Those few who seem to be thoroughly competent after mini-

TABLE 121

Experimentation with New Developments in Education

New Developments	Percent of Teachers Reporting Experimentation		
	All Teachers Nationally	Teachers in Small Schools (under 150 enrollment)	Teachers in Large Schools (over 600 enrollment)
Team teaching	12.9	6.9	16.5
Ungraded classes	13.3	14.0	16.8
Reading groups	79.2	62.6	83.3
Large group instruction	17.3	15.5	19.0
Use of programed learning	12.6	8.3	13.3
Use of teaching machines	14.1	5.1	16.0
Special classes for able students	22.3	10.7	33.5
Special remedial courses in reading and language arts	39.6	21.2	48.7
Individualized reading program	32.0	25.7	36.2
Demonstration teaching	15.7	8.6	20.5
Interschool visitation	23.0	13.7	26.3
Other	7.3	4.2	9.0

mum preparation are the rare persons whose intelligence, academic background, personality traits, and instincts for working with young children somehow dovetail to produce a "born" teacher. For the majority, additional instruction, consultation, and independent study are needed to translate day-to-day classroom experience into deepened insight and improved skills. The most that can be demanded of a good preparatory program is that it graduate candidates who have attained certain fundamental skills and concepts and who are educable.

Previous sections of this report have been concerned with inservice activities over which the teacher himself exercises only partial control. Whether or not he takes additional courses and the kinds of courses he takes depend in some measure upon what offerings departments of English and schools of education schedule at times convenient for teachers and also upon what encouragement and direction school boards and administrators give. Similarly, availability of consultants and time for grade level and department meetings are matters largely outside teachers' control.

The report turns now to matters over which the teacher has substantial control. Reading or study in professional materials and participation in professional organizations are in the end matters of independent choice. Nevertheless, skillful supervisors know materials to call to the attention of teachers, and the best administrators make a wide variety of materials available. One factor that determines whether people read at all and what they read is availability. If, to exaggerate a point, the only reading material available

Administrators can make materials available

in the teachers' workroom or lounge is an incomplete set of *National Geographic*, that is what the readers will read. At least some of those standing on the brink of reading will find other pursuits. If teachers find instead up-to-date issues of professional journals, recent research reports, and books on teaching, these are what they will read.

The earlier section dealing with the conditions under which elementary teachers work pointed out that nationally 59.3 percent of elementary teachers report having access to a professional library. In addition, the largest schools had such libraries twice as frequently as the smallest. See Table 71. The averages for the geographical regions do not reflect this same marked spread. See Table 122.

The dominant factor, apparently, is school size. Yet earlier data showed that teachers in small schools have less initial preparation and take fewer courses after certification. Moreover, they see less value in meetings with other teachers (possibly because in the smallest schools few teachers have similar assignments and common instructional problems). It is obvious that such libraries are least available where they are most needed. But as long as it is true that nationally 42 elementary teachers out of every 100 do not have easy access to a professional library, the problem is not one solely for small schools. Although, finally, the act of reading is an independent choice, the right surroundings can do much to induce this choice. A different environment can do much to inhibit it. And neither the profession at large nor the educational program in any school will progress unless teachers keep up-to-date on recent educational developments through the regular reading of professional materials.

42% of teachers have no professional library

TABLE 122

Availability of Professional Libraries

Category of Teachers	Percent of Teachers Reporting Availability	
	Available	Not Available
All teachers nationally	59.3	40.7
New England teachers	51.6	48.3
Middle Atlantic teachers	58.2	41.7
Southeast teachers	59.3	40.7
Midwest teachers	60.9	39.0
Southwest teachers	48.3	51.7
Northwest teachers	58.1	41.9
Far West teachers	64.1	35.8

Professional Periodicals

Of nine well-known periodicals written especially for elementary teachers, two clearly dominate the professional reading by those teachers: *The Instructor*[9] and *Grade Teacher*.[10] These are general journals, published independently of any educational association, and deal at large with most aspects of elementary instruction, supervision, and curriculum development. The typical elementary teacher regularly reads both of these and none of the other seven periodicals. The next most frequently read journal is also of a general nature and a publication not associated with professional associations: *The Elementary School Journal*.[11] See Table 123.

Regular professional reading promotes improvement

Tastes in reading change obviously as level of teaching assignment varies. What is even more striking is the change in amount or frequency of professional reading. The most experienced group reads almost twice as many journals as does the group with least experience. The attention of the beginning teacher is likely to be taken up with the day-to-day problems of preparation and classroom teaching. But intelligent and direct action by the administrator and supervisor in establishing a professional library in each school would reveal to teachers what it now takes nearly fifteen years of professional service to learn and to act on: that regular reading in current professional periodicals is essential to continued improvement in teaching.

TABLE 123

Frequency of Regular Reading of Nine Selected Periodicals

Category of Teachers	Percent of Teachers Reporting Reading						
	Childhood Education	Elementary English	English Journal	The Instructor	The Reading Teacher	Grade Teacher	Elementary School Journal
All teachers nationally	15.5	14.2	3.8	69.6	6.5	65.4	17.6
Level of assignment							
Primary teachers	19.0	13.5	2.3	75.2	10.8	71.2	17.5
Intermediate teachers	13.8	14.0	3.4	65.7	6.2	62.9	18.5
Upper grade teachers	5.0	17.0	13.7	55.7	5.9	51.3	28.6
Years of experience							
Teachers with 0-2 years	6.7	8.6	2.9	57.0	3.7	44.1	6.8
Teachers with 6-10 years	15.6	15.8	3.5	75.9	5.1	74.3	19.2
Teachers with 16 or more years	22.6	15.9	4.2	72.0	7.9	72.2	23.5

[9]Published in Danville, New York.
[10]Published by Teachers Publishing Corporation, Darien, Connecticut.
[11]Published by University of Chicago Press.

Memberships in Professional Associations

A common index used for assessing the strength and influence of a professional association is the size of its membership and subscription list. This is, however, a faulty index. At the time of the survey, the ratio of circulation of *Elementary English*, the official journal for the Elementary Section of the National Council of Teachers of English, to *The Instructor* was 1 to slightly over 12, but the ratio for readership was 1 to less than 5.[12] See Table 123. A comparison of the figures for readership in Table 123 with similar figures for membership in Table 124 reveals that through their periodicals, professional associations concerned specifically with English and the language arts regularly reach an audience five times the size of their membership.

Periodicals reach more readers than initial subscribers

Faced with a variety of professional associations, the typical elementary teacher chooses one national, state, or regional education association. Approximately 30 percent join one of the other associations listed. Professional membership, like reading in professional periodicals, diminishes somewhat

TABLE 124

Membership in Professional Associations

Category of Teachers	Membership in Professional Associations									
	ACEI	ASCD	IRA	NCTE	State English Ass'n	Regional English Ass'n	Local English Ass'n	Nat'l State, or Regional Educ. Ass'n	Other	Total
All teachers nationally	13.6	0.8	3.3	2.5	0.8	0.02	2.3	67.1	6.9	96.3
Level of assignment										
Primary teachers	15.7	1.1	1.0	0.9	0.5	0.0	1.8	68.1	6.6	95.7
Intermediate teachers	12.8	0.3	3.3	1.8	0.9	0.4	1.7	67.3	8.2	96.7
Upper grade teachers	2.1	0.8	3.1	9.8	1.3	0.5	5.2	51.3	7.7	82.0
Size of school										
Teachers in small schools (under 150 enrollment)	11.1	1.0	1.9	2.3	1.0	0.0	3.3	55.2	12.7	88.5
Teachers in large schools (over 600 enrollment)	13.5	0.4	3.9	3.0	1.0	0.0	2.3	65.4	7.1	96.6
Years of experience										
Teachers with 0-2 years	8.6	0.4	0.7	1.0	0.7	0.0	2.0	52.9	3.4	69.7
Teachers with 6-10 years	12.1	0.9	3.2	2.6	0.7	0.3	2.5	70.8	6.3	99.4
Teachers with 16 or more years	17.2	1.0	5.7	3.3	1.4	0.3	2.9	68.1	7.1	107.0

[12] *LMP 62-63* (*Literary Market Place*, published by R. R. Bowker Company).

as the level of teaching assignment goes up but increases substantially with years of experience.

Most school administrators, interested in having each staff member strongly committed to the teaching profession as well as competent in classroom instruction, urge membership in professional associations. It is clear, too, that not every elementary teacher can be expected to join and participate in every subject matter organization embraced by the elementary school curriculum. Nevertheless, administrators and supervisors should seriously question this consistently recurring pattern of generalism —revealed in preservice training, in continuing education, in most in-service activities and resources, and repeated here in professional membership membership and reading. Bold new developments in the elementary English curriculum will come only when a greater number of elementary teachers share the commitment of that 5.8 percent which make up the combined membership of the National Council of Teachers of English and the International Reading Association, the two national associations most centrally concerned with English and the language arts.

INCENTIVES TO ENCOURAGE CONTINUING EDUCATION

Key Findings

As inducements to continuing education for teachers, elementary schools nationally rely most on salary increments (60.6 percent report "frequently"), requirements for inservice growth and various penalities for those who fail to meet these requirements (58.2 percent), and on arrangements for local extension courses (46.7 percent report "frequently"). No other incentive is offered on a regular basis to more than 14 percent of elementary teachers.

Teachers in the smallest schools—those with the least preparation in the first place—face the fewest requirements for growth and are offered the fewest incentives. Those geographical regions in which the preservice preparation tends to be strongest are the ones in which requirements for continued growth are strongest.

Schools which place a premium on the continuing education of teachers have traditionally relied upon established requirements, backed up by a

About 60% report increments and requirements

system of penalties, or upon various incentives, such as salary increments, for additional college credits. For elementary teachers nationally, slightly more report that their schools frequently offer salary increments for further work (60.6 percent) than report that their schools have fixed requirements (58.2 percent). Except for this slight difference, however, schools consistently rely more on requirements and penalties than on any other incentive. Both the requirements and the incentives are considerably more frequent in large schools than in small schools.

As Table 125 illustrates, the schools which tend to employ teachers with the longest preparation are also the schools most likely to require additional education. Similarly, the two regions in which elementary teachers typically have the longest preparation—the Southwest and the

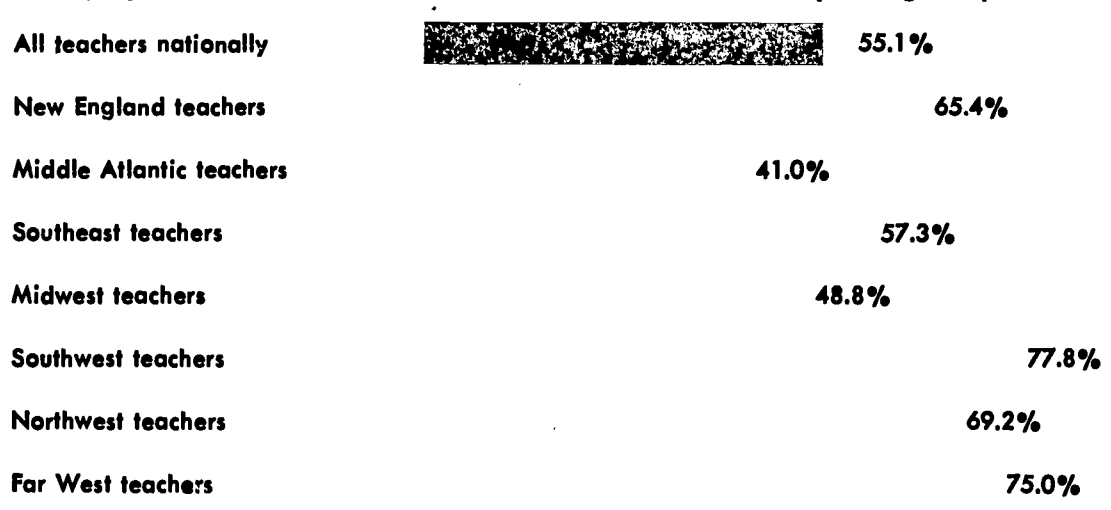
TABLE 125

Regularity of Requirements for Professional Growth

Category of Teachers	Percent of Teachers Reporting Requirements	
	Regular	Irregular
All teachers nationally	58.2	41.8
Teachers in small schools (under 150 enrollment)	50.7	49.3
Teachers in large schools (over 600 enrollment)	58.5	41.5

CHART VI

Regularity of Requirements for Professional Growth in Different Regions



Far West—also show the greatest incidence of formal requirements. See Chart VI.

Penalties

Much has been said for and against tying salary schedules to course credits earned in service. As will be revealed later, approximately 60 percent of schools do offer salary increments for completing additional courses. If such raises are the most frequent incentive, they are also related to the most common penalty for failure to satisfy requirements for course work. For teachers working in schools that have formal requirements for continuing education, loss of salary increment is the penalty in about 40 percent of the schools; prevention of professional advancement is the penalty in nearly 30 percent. Once the requirements are put into force, between large and small schools there is little difference in the kind of penalty behind the requirement. However, from region to region there is great variation in the distribution of penalties, perhaps because temporary and permanent certification requirements vary more from state to state than from small school to large. See Table 126.

About 70% report penalties

TABLE 126

Penalties Reported for Failure to Satisfy Requirements for Professional Growth

Category of Teachers	Percent of Teachers Reporting Penalties			
	Loss of Increment	No Advancement	Loss of Position	Other*
All teachers nationally	40.4	28.1	18.7	12.7
Size of school				
Teachers in small schools (under 150 enrollment)	43.5	29.0	16.0	11.4
Teachers in large schools (over 600 enrollment)	40.1	29.2	17.7	13.1
Geographical region				
New England teachers	51.6	19.4	16.1	12.9
Middle Atlantic teachers	41.0	58.9	0.0	0.0
Southeast teachers	33.9	15.1	28.3	22.6
Midwest teachers	39.1	37.1	19.6	4.1
Southwest teachers	15.0	30.0	30.0	25.0
Northwest teachers	46.2	15.4	26.9	11.5
Far West teachers	53.3	28.9	15.6	2.2

*Lack of tenure, lack of permanent certification, etc.

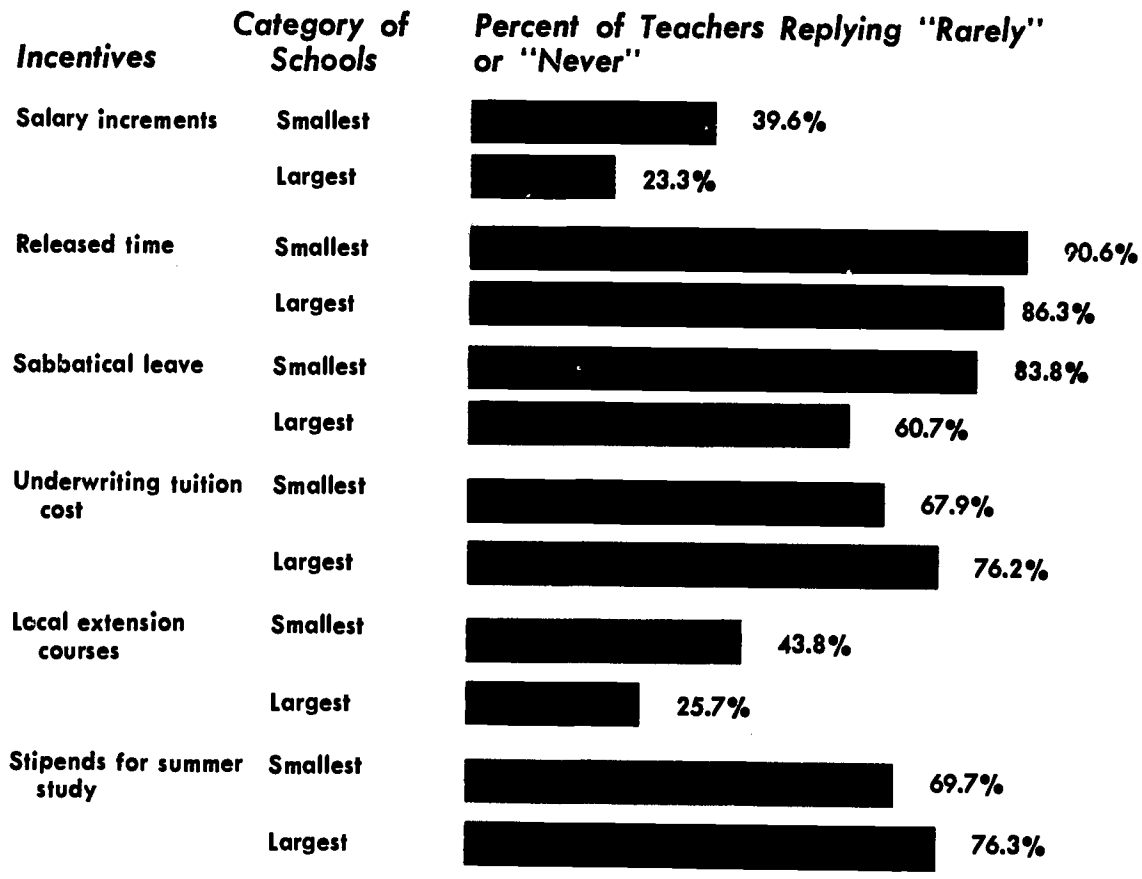
Incentives

Over half of the elementary teachers (60.6 percent) are in schools which frequently offer salary increments or merit increases for continued education. Nearly half are in schools which frequently arrange for extension courses. Aside from these two incentives and the requirements described above, schools rarely take steps to encourage or to direct teachers in their continuing education. For every teacher who works in a school that frequently offers released time during the school year to take courses, two are in schools that frequently grant sabbatical leaves, three in schools that may underwrite tuition costs or award stipends for summer study, twelve in schools that arrange for extension courses, and nearly fifteen in schools that grant salary increments.

To put the picture in its most negative terms, Chart VII shows the percentage of teachers, by size of school, who report that these incentives are *rarely* or *never* available.

CHART VII

Frequency of Incentives for Continuing Education by School Size



One encouraging finding is that elementary schools nationally rely slightly more on a positive incentive—i.e., salary increments—than on threats or penalties to encourage teachers in their continuing education. Nevertheless, the difference in favor of increments is almost negligible; and some of the strongest incentives are available to few teachers, often to those whose preservice preparation was strongest in the first place. Although the data above do not indicate an exact number, they do reveal the presence of elementary teachers in systems that enforce no penalties on those who take no further work, that give little encouragement to those who may wish to, and offer no rewards to those who complete such work.

More incentives than penalties

TABLE 127

Incentives for Continuing Education

Type of Incentive	Category of Teachers	Percent of Teachers Reporting Incentives			
		Frequently	Sometimes	Rarely	Never
Salary increments	All teachers nationally	60.6	12.1	3.3	24.0
	Teachers in small schools (under 150 enrollment)	45.8	14.7	6.2	33.4
	Teachers in large schools (over 600 enrollment)	67.5	9.2	2.7	20.6
Released time	All teachers nationally	4.4	10.1	15.2	70.2
	Teachers in small schools	3.5	5.9	8.4	82.2
	Teachers in large schools	3.9	10.2	19.6	66.7
Sabbatical leave	All teachers nationally	11.2	18.6	16.8	53.4
	Teachers in small schools	5.6	10.6	12.1	71.7
	Teachers in large schools	15.9	23.4	18.5	42.2
Local extension courses	All teachers nationally	46.7	24.6	7.8	20.9
	Teachers in small schools	31.7	24.5	8.2	35.6
	Teachers in large schools	48.9	25.4	7.1	18.6
Underwriting tuition cost	All teachers nationally	13.8	11.2	11.1	63.8
	Teachers in small schools	19.1	13.0	8.8	59.1
	Teachers in large schools	10.3	13.8	11.3	64.9
Stipends for summer study	All teachers nationally	14.1	9.9	10.8	65.3
	Teachers in small schools	19.2	11.1	13.9	55.8
	Teachers in large schools	13.0	10.6	12.0	64.3

CONCLUDING COMMENTS

At no other level of education is the teacher's responsibility broader than in elementary schools. The teaching of spelling, which can be the subject for an entire graduate seminar in a college of education, represents for many teachers only 8 percent of a week's teaching time. The teaching of reading, which has been a life work for hundreds of scholars and researchers, probably accounts for not more than one-fourth of the teaching

time in most elementary schools. For no level of teaching are both broad general preparation and meticulous balance in several specialized areas more crucial. Yet, as the data here reveal, this meticulous balance in specialization is virtually nowhere apparent. Both in preservice and in continuing education, the overwhelming pattern is one of continuous generalism, interrupted only occasionally by the pursuit of specializations.

Academic departments in colleges and universities have traditionally restricted their offerings to those courses whose content seemed appropriately "collegiate." As long as this situation prevails, prospective elementary teachers will probably continue to major in education, sometimes by free choice but often of necessity. The choice of a major department is less important than the cooperative efforts of representatives from that department and their colleagues in others to balance the scales between the demands and responsibilities of the elementary teacher in service and the pattern of requirements and electives available to him before certification.

But the fact remains that the imbalance which now exists has prevailed for the past decade during which the teachers responding here completed their preparation and entered the profession. To the English language arts, which receives the most comprehensive and continual curriculum effort in the elementary schools, indeed almost half of all instructional time, teachers have typically devoted only 8 percent of their total preparation, including all work in English and in education programs directly related to English and the language arts.

Like their colleagues in secondary schools, elementary teachers find too few courses available to compensate for the gaps in their preservice training. Institutes and other compulsory inservice activities are by and large as general as the elementary program itself and as unspecialized as the preparatory programs which trained the teachers. Consultants trained in language arts are rarely available. Direct encouragement to participate in the activities of professional associations concerned with a particular subject field is infrequent. As a consequence, teachers who undertake continued education are most often carried on by whatever momentum continues from their preservice training. Those least trained in language arts instruction are the teachers least likely to take inservice courses which compensate for this lack, to seek specialized assistance from a consultant, to take part in professional activities organized around this area, or to read professional publications directly related to teaching English language arts.

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PART IV

- The Need for Specialized Supervision of English
- Definition of Adequate and Appropriate Supervision of English
- Current Extent of Supervision of English
- Specific Duties and Responsibilities of Supervisors of English
- Criteria for Selection of Supervisors of English
- Recommendations

PART IV

Supervision of English in State and Large City School Systems[1]

Key Findings

In 1963 fifteen states provided supervisors in English, while thirty-three states provided 221 supervisors in science, mathematics, and the foreign languages.

Half of the school districts in cities of more than 200,000 do not have specialized supervision in English.

In 1962 only eight of the state supervisors were able to devote full time to English.

Crucial to the improvement of quality in English teaching in the nation's elementary and secondary schools is adequate and appropriate supervision. In every local, county, and state school system, specialists are needed to assert leadership for developing and strengthening the English program.

THE NEED FOR SPECIALIZED SUPERVISION OF ENGLISH

English is unique

The need for systemwide supervision of English, especially in states and large cities, results from the unique characteristics of English as a subject. It embraces several disciplines—especially literature, rhetoric, and composition—but it also includes the skills common to all other fields—the skills of observing and listening, reading, speaking, writing, and thinking. For teaching purposes, each of these is a strand of learning which involves many specifics.

[1]Members of the NCTE Committee on the Supervision of English in State and Large City School Systems are Helen F. Olson, chairman; Verda Evans, associate chairman; A. J. Beeler, Max Bogart, Wayne S. Bowman, Sue M. Brett, Lois Caffyn, Walter Eddington, Paul H. Jacobs, Leonard Joll, Dorothy Kell, Gordon N. McKenzie, Lavinia McNeely, Mable Melby, Jack Owen, Jean Wilson, G. Robert Carlsen, Arno Jewett.

For instance, the study of the nature and development of language includes grammar, usage, the relations of sounds and letters, spelling, vocabulary, sentence structure, syntax; literature includes American and English literature, the literature of other countries, mythology, the study of literary genre, and the skills supporting understanding. In turn, each emphasis must be introduced in a planned sequence of teaching experiences so that learning occurs in an ever maturing spiral. All children should gain certain basic knowledge, abilities, and appreciations in each of the aspects of English; slow learners should learn as much as they can, and able learners should excel and reach their potential in the use of language. Only some central planning and supervision of classroom teaching can ensure these accomplishments.

A second need for supervision lies in the sequential nature of effective English instruction. The sequence begins with the first words children hear, the recognition of their names, and continues with the reading of signs such as "Stop" and "Go" or the label on the the cookie container in the kitchen, and with their first scrawled letters. As they go through school, they build upon what they have learned and, step by step, gain proficiency. It is essential, therefore, that a course of study or outline be followed by all teachers in a school system so that development can be steady and the work of each grade level can grow naturally from that of the preceding. The sequence must provide for introducing and teaching new skills at each grade level, for maintaining what has been already learned, and for varying instruction to allow for individual differences. When children begin school, they differ greatly in language abilities and rates of growth; as they move through school, these differences tend to increase.

English is sequential

In a very small school system, avoidance of needless repetition or of unfortunate gaps in learning and appropriate attention to the various aspects of English at all grade levels might be managed through conferences between the elementary school principal and the chairman of the secondary school department of English. In a large system, however, more formal provision for such coordination is desirable and may result from the appointment of special supervisors in English or from the release of a qualified English department chairman from other responsibilities so that he may devote time to coordinating and improving instruction.

A third characteristic of English presents another need for supervision: its universal relationship to all learning. In the United States everyone needs English; everyone uses English. Success in every school subject depends to a considerable extent upon the student's ability to think through a subject and to record his thoughts in written composition; to think on his feet and to express his thought in oral reporting and discussion; to read and to

English is necessary to all learning

gain new insights and understanding from reading. Language learnings are gained and applied not only in the school but in the home and in the community as well, and through the independent reading and study habits of the individual. The fact that everyone speaks English but does not necessarily "talk algebra" or "speak chemistry" has sometimes resulted in the assignment to English classes of teachers who may be specialists in other subjects but are ill prepared in English. The statement that "every teacher should be an English teacher" is trite, idealistic, and nonsensical. It has long since been repudiated by specialists who recognize the extensive preparation in literature, language, and composition needed for such teaching. But the fact remains that 49.4 percent of all secondary English classes are taught by nonmajors in the field, teachers who require special help from supervision as well as from programs of continuing education which can best be planned by a supervisor or consultant who is especially competent in the field. With continuing shortages of qualified English majors, with many of the best high school teachers of English recruited for the colleges, with the demands placed on today's teachers of English to maintain familiarity with developments in the many disciplines of English, the trained English supervisor has an exceedingly important contribution to make to American education.

Still a fourth characteristic of English is the relationship of the basic English program to the many and varied programs and courses needed to meet the needs and interests of special groups. In a large system, these special programs usually include reading improvement for students at all grade levels who for one reason or another have not attained their potential in this skill; speech therapy and speech arts programs; programs for the slow learner, the accelerated learner, the reluctant learner; elective courses in drama, journalism, advanced literature, speech, advanced or creative writing. All these special programs and courses, if they are to be effective, must be related to the basic course, to the end that each student will avoid needless repetition and will experience new challenges with each succeeding semester's work. According to official records of the United States Office of Education, 24 percent of the total instructional time in all schools is spent on some form of instruction in English, more than in any other subject area.[2] To ensure that this time is efficiently spent, planned leadership by specialists in English is needed at both elementary and secondary levels.

English is related to special programs

In a small school district, solving the problems involved in coordinating English teaching and learning is difficult because seldom is a staff member

[2]*Digest of Educational Statistics, Office of Education* (Washington: U. S. Department of Health, Education and Welfare, 1963), p. 17.

assigned to a leadership position in the field. Often county school districts are able to provide such help as a service for small systems unable to finance adequate subject supervision on their own. In a state or large city system, solving the problems of coordination without competent leadership is impossible. The present chaotic state of English teaching throughout the country is the dramatic but unhappy evidence of what happens when effective leadership is lacking.

DEFINITION OF ADEQUATE AND APPROPRIATE SUPERVISION OF ENGLISH

Supervision of English is needed to offer direction and critical evaluation of the teaching and learning in this field. To be adequate, the supervision must include all aspects of English and all grade levels, kindergarten through grade 12, or even through grade 14 if junior college instruction is offered within the program. To be appropriate, supervision of English must be headed by a specialist in English—whether he is called supervisor, consultant, or director—whose responsibility is to coordinate the efforts of all persons in the school system who are directly and indirectly concerned with the teaching and learning of English. As James B. Conant remarked as a result of his recent studies of American school programs:

Supervisors direct and evaluate teaching

> One of the greatest weaknesses that I have found in my visits to schools across the nation is the lack of coordination, or articulation, between what is taught in the elementary, junior high, and senior high schools. Therefore I have urged that there be subject matter coordination or supervision in grades K through 12 in *each* of the subject areas—not just art, music, or physical education, as is fairly common. This means a vertical chain of responsibility and authority.[3]

In some school districts, an elementary supervisor with specialization in the language arts supervises the program for the first six years and shares overall coordination of the twelve-year program with a secondary subject specialist in English. Other districts are fortunate to secure overall directors qualified to coordinate the teaching, learning, and supervision of English at both elementary and secondary levels. For instance, in one large city system, the director of the English program has a staff of three: an assistant for junior and senior high school, an assistant for the intermediate grades, and an assistant for the primary grades. With this staff, the director works closely with other members of the division of instruction and administration, such as assistant superintendents and general coordinators for secondary and elementary schools, and with the chairmen or heads of English departments in the junior and senior high schools and

[3]James B. Conant, *Slums and Suburbs* (New York: McGraw-Hill Book Company, 1961), p. 70.

elementary principals and supervising teachers for the elementary schools. The director is responsible for coordinating the efforts of all teachers and staff members to ensure an increasingly effective program in English. In addition, the director works with the instructional services personnel, such as librarians, audiovisual consultants, and television coordinator; and also with various community groups. The organization of the English program in this and many other large cities exemplifies the principle that articulation of instruction in English will result only when leaders competent in English are given responsibility for overall direction and coordination.

CURRENT EXTENT OF SUPERVISION OF ENGLISH

A questionnaire sent out in 1962 by the Committee on Supervision of the National Council of Teachers of English to the school superintendents of all fifty states and to forty-five cities of 200,000 or more population revealed that thirteen of the fifty states and twenty-three of the forty-five cities had each assigned someone to leadership responsibility for the English program, this person being titled supervisor, director, consultant, or coordinator. Conversely, the responses to the questionnaire revealed that thirty-seven of the fifty states and twenty-two of the forty-five large cities canvassed did *not* have assigned leadership for English. Since the 1962 survey, two states have appointed supervisors in English. Thus, fifteen states have supervisors in English.[4] One city system stipulates that the general supervisor, even though he supervises all secondary subjects, be a specialist in English. Some school systems report that the need for specific supervision of English is recognized and that efforts are being made to establish the position of English supervisor. In the other states and cities English, if it receives any special consideration at all, is just one responsibility of a general supervisor.

15 states have English supervisors

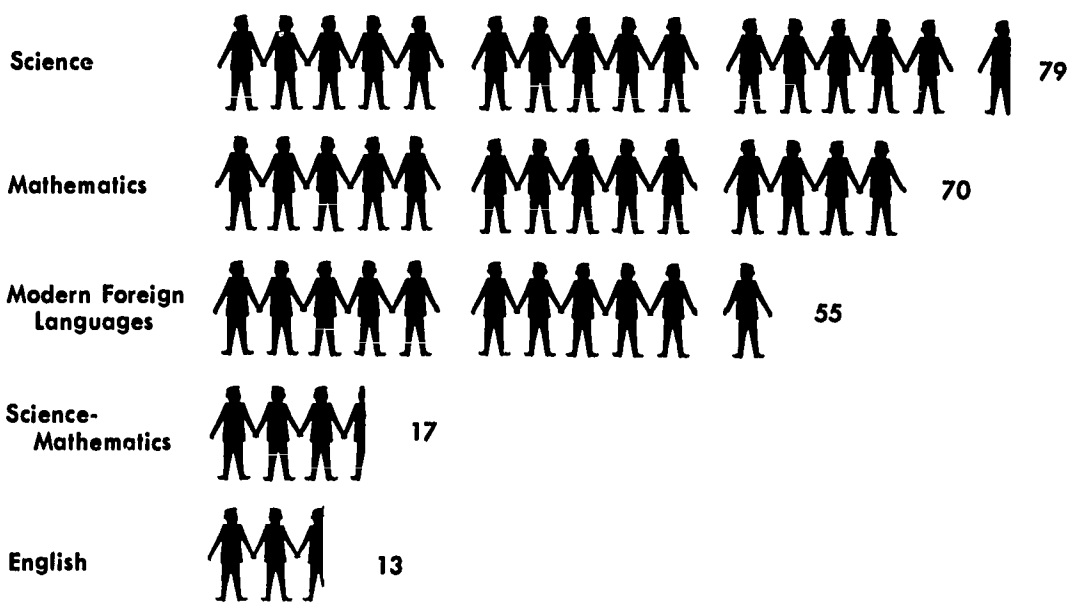
The survey indicated that some efforts are being made toward giving direction to teaching and learning in the fields of reading, language, literature, and oral and written composition. Surely there are more English supervisors than there were a few years ago. The picture, however, is not quite so favorable as it at first appears. The discovery that only fifteen states now provide for supervision in English suggests that current conditions parallel those existing in science, mathematics, and foreign languages in September, 1958, prior to the passage of the National Defense Education Act. The impact of federal support for subject supervision in these fields is strikingly illustrated by the increase in state supervision in science, from

[4]The states are California, Connecticut, Florida, Hawaii, Kansas, Louisiana, Minnesota, Nevada, New Mexico, New York, North Carolina, Pennsylvania, Texas, Virginia, and West Virginia.

CHART VIII

State Supervisors Appointed in Science, Mathematics, Foreign Languages, and English (1962)*

(Each symbol represents 5 state specialists)



*Based on information contained in *Report on the National Defense Education Act, Fiscal Years 1961 and 1962* (Washington, D.C.: United States Department of Health, Education, and Welfare, 1963), p. 19. Of the 13 English supervisors appointed in 1962, only 8 were full time. Two additional states appointed supervisors of English in September, 1963.

1958 to December, 1962, from eleven to seventy-nine; in mathematics, from nine to seventy; in foreign languages, from eight to fifty-five; and in combined science-mathematics, five to seventeen.[5] Equivalent data are not available to compare supervision in large cities.

Only 8 full-time English supervisors

Consider the attention to English in the states which in 1962 had supervision—the thirteen states which reported that some person directed the program. Of these thirteen state supervisors of English, only eight had English alone as their responsibility. Of the other five, one gave 70 percent of his time to public relations; one, 50 percent to foreign language; one, 15 percent to foreign language; one, 50 percent to libraries; one, 20 percent to school accreditation and business education.[6]

Considered from its emphasis upon a consistent program from grade to grade, state supervision of English rates a little better. At least a start

[5]*Report on the National Defense Education Act, 1961 and 1962* (Washington: U. S. Department of Health, Education and Welfare), p. 19.

[6]After this report was completed, a full-time rather than half-time supervisor of English was appointed in New Mexico.

has been made toward ensuring that the teaching of English in the primary school shall be articulated with that of the intermediate grades; intermediate grade work with the junior high school; and junior high school work with the senior high school. This trend is shown by the fact that seven of the eight full-time English supervisors and three of the part-time English supervisors have responsibility for the entire sequence of grade levels. One of the serious problems in English teaching has been the gap between the philosophy of the elementary school and the approach to English of the secondary school. For the most part, state school systems, when they do appoint English supervisors, appear to recognize the need for closer relationship between the program of the elementary school and that of the secondary school.

Twenty-three large cities reported supervision of English by a specialist assigned to this area.[7] Of the twenty-three English supervisors, twenty gave full time to English, and three divided their time between English and social studies. However, only eight of the twenty-three supervised the entire English program, while fifteen supervised only secondary English. Although large city systems are more inclined than are state systems to provide a full-time subject supervisor for English, they tend to limit subject supervision of English to the secondary schools alone. Thus one major problem in city systems is providing for coordination between the work of the elementary school and that of the secondary school. Often English supervision in the elementary school is assigned to general consultants or elementary supervisors who may or may not be specialists in reading, children's literature, language, speech, and written composition and who, whatever their training and interests, are responsible for the entire elementary school curriculum. If such elementary supervisors establish close working relationships with the secondary specialist in English, they provide the overall coordination needed in the total program.

The areas of English with which the supervisors concern themselves vary somewhat from system to system. The supervisors responding to the survey believed that these areas should be included:

AREAS OF SUPERVISION IN THE ELEMENTARY SCHOOL

Reading (both basic developmental programs and special remedial and improvement programs)
Word-attack skills

[7]Akron, Ohio; Baltimore, Maryland; Cincinnati, Ohio; Cleveland, Ohio; Dallas, Texas; Detroit, Michigan; Fort Worth, Texas; Houston, Texas; Kansas City, Missouri; Long Beach, California; Los Angeles, California; Miami, Florida; Milwaukee, Wisconsin; Oakland, California; Pittsburgh, Pennsylvania; Portland, Oregon; Richmond, Virginia; Rochester, New York; San Diego, California; Seattle, Washington; Syracuse, New York; Tulsa, Oklahoma; and Washington, D.C.

Literature
Speech and oral language
Written composition
Handwriting
Punctuation
Spelling and vocabulary
Grammar

AREAS OF SUPERVISION IN THE SECONDARY SCHOOL

Reading
Literature
Speech
Written composition
Grammar, syntax, and language study
Drama
Journalism
Radio and television
Advanced placement in English

Other areas mentioned by elementary supervisors include concern with television and other mass media as related to the teaching of English, and auditorium presentations. Other areas listed by secondary supervisors include honors programs, remedial programs, handwriting, and mass media.

SPECIFIC DUTIES AND RESPONSIBILITIES OF SUPERVISORS OF ENGLISH

The specific responsibilities mentioned by thirteen state supervisors and twenty-three city supervisors make clear the importance of securing specialists in these positions. Responsibilities listed by eight or more of the thirteen state supervisors and by fifteen or more of the twenty-three city supervisors include the following:

Classroom observation
Curriculum development
Organization of the instructional program
Development, recommendation, and distribution of new materials and equipment
Textbook evaluation
Direction of experimental or pilot programs
Research
Articulation of program with colleges and universities
Inservice training
Organization of and participation in local and regional meetings

Participation in general curriculum program planning with other supervisors and administrators

Citywide or regional or state meetings of department heads or other liaison persons

Interpretation of program to parents and general public (Only seven state supervisors but eighteen city supervisors listed this responsibility.)

Many other specific responsibilities were listed by some of the supervisors. For instance, four of the state supervisors and eleven of the city supervisors list as one responsibility the supervision of citywide, regional, or statewide testing programs in English. In view of the multiplicity of tests now being marketed and the questions concerning their validity being raised all over the United States, close study of the testing program by English specialists is imperative. The results of the questionnaire indicate that at least some school systems are aware of this need.

English supervisors coordinate testing

That state and large city supervisors can play a dominant role in improving instruction and providing programs of continuing education for teachers is suggested in a recent report of the activities of federally supported state supervisors in science, mathematics, and foreign languages who during 1961 organized workshops in eighteen states for 36,000 teachers and administrators. In one state alone, the state supervisors assisted at least forty school districts to plan inservice training on subject field for elementary teachers.[8] Such reports demonstrate vividly the importance of providing for state leadership in academic fields.

CRITERIA FOR SELECTION OF SUPERVISORS OF ENGLISH

The present supervisors of English generally agree that an English supervisor should be an experienced specialist in the areas of the English program which he is to supervise. Responses to the questionnaire suggest that the majority of English supervisors and of other school leaders in the state and large city school systems canvassed consider the following criteria sound measurements for use in selecting English supervisors:

EDUCATION

A broad general liberal arts education

A major in English

A master's degree and at least one additional year's graduate study in English and education

[8] *Report on the National Defense Education Act, 1961 and 1962*, p. 18.

The highest certificate available to teachers of English and to supervisors in the geographic area in which the supervisory services will be rendered

Specific course work in these areas:

- History and nature of the English language, including the study of English grammars
- Composition and rhetoric
- Basic instruction in reading skills and in remedial reading or reading improvement
- Basic courses in British, American, and world literature and literary criticism, with some advanced study of particular authors, periods, and literary genre
- Speech
- Literature for children or adolescents
- Advanced study of curriculum development and research, including work especially focused on English and education
- Advanced study of administration and supervision
- Educational psychology, including the psychology of school subjects

EXPERIENCE

- A minimum of five years successful teaching in all phases of English and, if possible, at all education levels that will be supervised
- Some experience in supervision, possibly as a helping teacher or a departmental chairman
- Experience in a wide variety of inservice education activities, including specific attention to curriculum development projects and the study of instructional techniques
- Active participation in the activities of professional organizations

PERSONAL QUALIFICATIONS

- Leadership qualities
- Overall competence in supervision and teaching
- General cultural background
- Keen interest in literary and linguistic activities
- Scholarly interest
- Ability to organize
- Sound moral character

Some school districts advocate a doctor's degree as prerequisite; others consider a master's equivalent sufficient. The experience required in school districts varies from one to ten years, but the median is five years. Other criteria suggested include teaching experience in special English programs, professional experience in the areas of administration and of testing, familiarity with the work and publications of the National Council of Teachers of English, the International Reading Association, and the Modern Language Association of America. The general national consensus, as discerned by the committee making the survey, is that English should be supervised by a specialist who meets the criteria listed in the above outline.

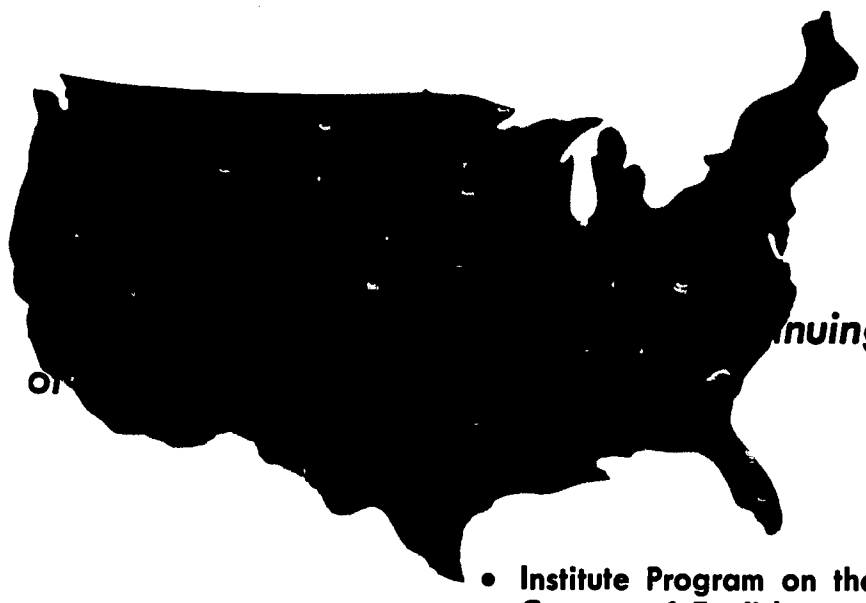
RECOMMENDATIONS

Supervisors can correct inadequacies in instruction

The general public is aware of inadequacies in English instruction but not of the contribution that specialized supervision can make toward eliminating these weaknesses. School administrators of town, city, county, and state systems appear to be increasingly convinced that improved English instruction results from a planned, sequential, forward moving program directed by someone competent in the field. The following recommendations are made by the committee appointed by the National Council of Teachers of English to study the problem of English supervision.

1. Each school system needs a competent person to direct the English program: each state school system and each county and city school system large enough to do so should appoint someone to the position of leadership responsibility for the teaching and learning of English.
2. The supervisor should be selected in accordance with clearly stated criteria, such as those listed in this chapter.
3. The supervisor needs a staff—both professional assistants and secretarial help. Few of the supervisors have an adequate staff for carrying out the multiplicity of responsibilities in their area.
4. The supervisor needs protection from peripheral jobs which take time and energy needed for furthering the English program.
5. The supervisor needs a special budget for purchase of curriculum materials, for carrying on experimental programs, for travel to local and regional meetings and to such national meetings as those of the National Council of Teachers of English, the International Reading Association, and the Association for Supervision and Curriculum Development.

6. Methods of communication and coordination need to be developed between city and state supervisors, between the supervisor of English and the supervisors of other subject areas, and between the supervisor and the other divisions of the school system.
7. The responsibilities of the supervisor need to be clearly defined. These will necessarily differ somewhat from system to system, depending on the organizational structure, but a basic outline should be developed which all supervisors of English and all school systems may use as a guide.



...nuing Education

PART V

- Institute Program on the Content of English
- Specialized Methods for Teaching English
- Leadership of Supervisors and Consultants
- School Districts and the Teaching of English
- School Districts and Incentives to Continue Education in English
- Professional Library for English Teachers
- Professional Association for English Teachers

PART V

Recommendations Concerning the Continuing Education of Teachers

The profile of the continuing education of teachers presented in this report indicates that both the preservice preparation and the continuing preparation through inservice and advanced college education must improve if the quality of English teaching nationally is to be strengthened materially. Recent research has provided explicit data to support the long-held belief that one of the critical differences between excellent schools and poor schools is a well-educated faculty.[1] Yet 49.4 percent of all secondary teachers assigned to teach classes in English lack majors in the subject, and fewer than 20 percent of all elementary teachers have completed a college major in English. Even as the profession attempts to recruit more majors to the field and to strengthen programs for today's majors and tomorrow's teachers, the problem confronting America is the further education of present secondary and elementary teachers in English. According to the data presented in this report, the typical individual now teaching English has been in the classroom for nearly ten years. To make possible greatly strengthened programs of continuing education in English, the Committee on National Interest advances seven major recommendations for action by national, state, and local authorities.

Recommendation No. 1: A massive program of carefully planned summer and year-round institutes on the content of English is necessary to improve the basic competency in English of the majority of elementary and secondary teachers now assigned instructional responsibilities in the subject.

See pages 19 and 87

Again and again the data reveal that the majority of today's teachers of English were not only poorly prepared to teach English when they assumed instructional responsibilities, but that they have since had too little opportunity to study language, composition and rhetoric, literature, speech, and related subjects. Moreover, the majority of teachers at both elementary and secondary levels indicate

[1]Fifty-three percent of the teachers from excellent schools hold master's degrees, compared with 22.5 percent from poor schools. Cf. "Which Schools Are Better?" *NEA Research Bulletin*, XLI (October 1963), p. 89.

that they are interested in advanced study in selected aspects of English and that they would enroll in appropriate courses were such offerings available. Especially if financial incentives offered were sufficient to release teachers from the obligation of seeking part-time, evening, or summer employment, many teachers would continue their education in English.

The success of institutes in English was dramatized in 1962 by the College Entrance Examination Board, which sponsored twenty summer institutes in English for secondary teachers at leading universities across the land. In a carefully planned evaluation of the CEEB institute programs, John C. Gerber, Chairman of the Department of English, University of Iowa, observed:

See pages 45 and 71

> Their format was sound in principle; their staffs were dedicated and hard-working; and their participants, whatever the weaknesses of particular institutes, were immensely benefited. What is possibly most impressive is the continuing influence of the Institutes, not only in the classrooms and school systems of the 1962 participants, but also in the universities that have imitated the program in 1963 —and doubtless now in the classrooms of *their* participants. Such influence deserves to spread.[2]

Only an annual program on a scale greater than that envisioned by the Commission on English—a program indeed that will continue to spread and to involve elementary as well as secondary teachers—is likely to result in substantial improvement in the level of preparation of the nation's 900,000 teachers of English. A program of this magnitude is possible only with federal assistance.

The profession need not postpone action, however, until a national institute program is authorized by the Congress. State departments of education, state universities, and other institutions of higher learning—especially those which seek to fulfill an important service function in their geographical areas—can supply regional leadership. The New York State Education Department regularly provides scholarship assistance for selected teachers of English who wish to enroll in summer and in year-round institutes at major universities in the state. Georgia offers a limited number of scholarships for summer study. The state of Delaware pays tuition for some teachers. In 1962, Colorado supported a summer institute in the humanities. In 1963, Virginia helped support four institutes for elementary and secondary teachers of English which concentrated on the teaching of reading. The State Department of Public Instruction in Pennsylvania also sponsored two

[2]John C. Gerber, "The 1962 Summer Institutes of the Commission on English: Their Achievement and Promise," *PMLA*, LXVII, No. 4, Part 2 (September 1963), 25.

institutes. Last year, also, the Universities of Iowa and Kansas, and Harvard University provided numerous scholarships for selected high school teachers wishing to enroll in special summer institutes in English. These beginnings suggest what can be done by college and university departments of English and education even without other assistance.

All such offerings help. Even easier to accomplish and possibly more widespread in its ultimate impact on the teaching of English would be a careful consideration by every department of what it could do at the present time to make appropriate courses in English and the teaching of English available during evenings, weekends, and other times convenient to practicing teachers. Although a massive frontal attack on the total problem of reeducation in English may not be possible without a national institute program, local, state, and regional offerings can do much to improve the quality of instruction in selected areas.

Recommendation No. 2: Development of institutes and workshops on the specialized methods required for teaching English is important in improving English teaching in elementary and secondary schools.

See pages 44 and 83

Repeatedly, through this survey, the secondary and elementary teachers identify their own weaknesses in areas of methodology. In listing special course work in practical methods of teaching English as one of their greatest needs, secondary teachers not only suggest inadequacies in their own preservice preparation but also imply their lack of familiarity with contemporary findings in the psychology of learning and in new developments in language learning. Moreover, the lack of experimentation even with much publicized new administrative patterns for organizing instruction further indicates the need for specialized help.

Only 75 percent of existing teacher training institutions offer specialized work in methods of teaching English and, even when offered, the course is not always required of English majors preparing to teach English.[3] Support for requiring the specialized methods course for all secondary teachers came during 1962 and 1963 in resolutions passed by the National Council of Teachers of English, the Conference on College Composition and Communication, and the national

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[3]William H. Evans and Michael J. Cardone, *Specialized Courses in Methods of Teaching English* (Champaign, Ill.: National Council of Teachers of English, 1964), p. 1.

conference of college English department chairmen held at Allerton Park, Illinois.[4]

But requiring the preservice specialized methods course for tomorrow's teachers of English will not help today's thousands of practicing secondary teachers who have never studied desirable practices in the teaching of English. Ways must also be found to educate practicing teachers through institutes, workshops, inservice courses, or similar offerings. Whether organized as a special course or as some other part of the inservice program, the specialized methods work must be presented by an instructor well qualified in English and education, who will offer a balanced program. The dangers are all too apparent in the recent study of existing methods courses which indicated more time spent in most college methods courses on the teaching of literature than on the teaching of English grammar and the teaching of composition combined.[5]

See pages 40 and 118

In planning work in methods for practicing teachers of English, college and school administrators should direct some attention to the special needs identified in this report. Both elementary and secondary teachers of English clearly feel less secure in teaching reading than in any other aspect of the English program. Indeed some deficiency in this area was admitted by almost all secondary teachers. Without exception, elementary teachers in all grades and at all levels also indicated their concern about further study in reading. Whatever the developmental program in reading planned in any school district, virtually every elementary teacher will be responsible for providing basic instruction and every secondary teacher of English for maintaining and extending the basic skills. Employing specialized reading teachers in the secondary schools, a common practice in many states for offering a single intensive course in reading, is not likely to reduce to any degree the continuing responsibility of the teacher of English who must supervise each student's development in reading throughout his years in school.

See page 45

If work on the teaching of reading is important, so is the study of methods of teaching oral language, the teaching of composition, and the teaching of related subjects. For most elementary and for those secondary teachers who have never completed a specialized course in methods of teaching English, an institute or course directing some attention to every aspect of English teaching would seem most appropriate. For others, specialized study in selected aspects of methods in English, such as the teaching of oral language, might seem more

[4]Copies of these resolutions are printed in *Ibid.*, pp. ii, v, and vi.
[5]*Ibid.*, p. 1.

appropriate. Some institute programs, such as those sponsored by the CEEB Commission on English, related consideration of method to the study of the content of English by means of a "workshop" hour. Whatever the means, James B. Conant is undoubtedly right in suggesting that primary teachers need more concentration in method than do teachers in the upper grades or in secondary school.[6] But some of this concentration for primary teachers and most, if not all, of the work for secondary teachers should be in specialized courses or institutes concerned with the teaching of the subject matter of English rather than in more general work in education.

Recommendation No. 3: Adequate supervisory and consultant services must be provided to offer continuing leadership.

See pages 153-157

Continuing progress in developing an improved English program in state, city, or county, and often individual schools is not likely to occur without provision for responsible leadership. To offer such leadership at the state level, full-time supervisors of English instruction are needed to oversee both elementary and secondary programs. Intelligent supervision is possible only when the instructional leaders are well qualified in English and education, as well as by practical experience. Similarly, in large city and county school districts, full-time supervision is a necessity. The field of English is moving far too rapidly for any partially trained administrator or supervisor, however admirable and exemplary his personal characteristics, to maintain familiarity with new research and scholarship and with important professional developments as well. Only if school administrators and curriculum directors are able to consult regularly with a qualified consultant in English or English education can they possibly be knowledgeable in making crucial decisions concerning instructional matters. The development of almost a dozen new curricular programs in English at the Curriculum Centers sponsored by Project English of the United States Office of Education offers a clear indication of the important choices concerning alternative patterns and procedures which will face those planning the English programs of tomorrow. To make wise choices, schools and teachers will need specialized help.

In individual high schools, especially those in districts which cannot be served by a general consultant in English, appointment of a qualified department chairman is a necessity if English teachers are to receive day-to-day assistance. Such a department head, released

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[6]James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1963), pp. 136-141. Mr. Conant advances a strong argument for the specialized methods course on p. 139.

from some responsibilities for class instruction, can consult with teachers, supervise classes, develop a continuing departmental program, assist the principal in interviewing prospective teachers, offer leadership in coordinating the work of the school with that of junior high schools and beginning college classes. The department chairman can also see that the truly outstanding teachers in every school, many of them at present unrecognized, have an opportunity to provide instructional leadership. In short, within the limits of the time available, the department chairman can provide continuing leadership to improve the teaching of English within the school.

See pages 156-157

Whether schools employ a single director of English instruction from kindergarten through high school or junior college years or prefer specialized supervisors for elementary and secondary programs in English, some attention to overall sequence and continuity is important. If separate staffs must be engaged, ways must be found for providing for close, cooperative planning.

Recommendation No. 4: Workshops and institutes planned by school districts should provide greater opportunity for elementary and secondary teachers to study the teaching of English.

Apparent in studies of both elementary and secondary teachers is the reliance which schools place on local institute and workshop programs as an important instrument of inservice education. Yet the lack of attention which such institutes traditionally direct to the teaching of special subjects is manifest. Over two-thirds of both elementary teachers and secondary teachers of English report that less than 50 percent of the time in such institutes is devoted to the teaching of English. If the schools continue to plan institutes and workshops as major ways of meeting the inservice needs of teachers, surely at least half of the institute time for secondary teachers of English and almost half of the time for elementary teachers should be concerned with the content and methods involved in teaching reading and literature, language, composition and writing, and related aspects of English. Certainly school administrators are justified in devoting a considerable portion of each institute to discussing overall educational problems which all teachers share in common, but certainly too, the demands of basic subject matter must not be so neglected as they are at present. Here again the involvement of specialized elementary and secondary supervisors in English in the planning of such institutes would ensure that adequate attention is directed to the needs of the discipline.

See pages 65 and 135

See pages 40 and 117

Recommendation No. 5: School districts should offer appropriate incentives to encourage each teacher to continue his education in English and in English education.

See page 104

With the exception of relating salary increments to the completion of specified units of college courses, the majority of school districts seem not to encourage elementary and secondary teachers to eliminate deficiencies in preparation. Even college credits toward salary increments are accepted indiscriminately, with few if any genuine attempts apparently made to consider the relevance of course work to teaching assignment. One result is the abandonment by a substantial proportion of teachers of any attempt to continue formal study. Another is the grasping by numerous teachers of a quantity of college credits determined more by availability at the local extension center than by pertinence to teaching. Unfortunately, the present study reveals that the nonmajor assigned to English classes or the elementary teachers lacking even a baccalaureate degree (i.e., the teacher least well prepared in the first place) is more likely to complete unrelated courses in education or courses in fields other than English than is the teacher already well prepared.

See page 72

Clearly the sequence of extension courses completed by teachers needs to be screened for relevance to the teacher's specialty. Such evaluation could possibly be made by a special school committee appointed for this purpose. In some cases, the guidance might come from an adviser at the institution of higher learning, especially when the teacher is engaged in a program leading to a degree, certificate, or credential. Indeed school districts and neighboring institutions of higher education might do well to consider ways of cooperating to offer such guidance through specially developed programs and thus encourage more intelligent course selection by teachers.

See pages 29 and 67

Other forms of incentive are important as well. Drastic increase should be made to the small percentage of school districts which now establish sabbatical leave provisions for teachers. Such a policy offers an important way of developing truly outstanding teachers in the district. Similar increase should be made to the few districts which provide summer scholarships for teachers or pay the tuition fees for college extension courses organized at district request. Offering released time to attend professional meetings dealing with the teaching of English provides an important incentive open to alert schools. The ways of encouraging teachers to continue their education in English are so varied as to be limited only by the imagination and boldness of school administrators and school boards.

See page 127

Recommendation No. 6: A professional library of magazines, books, and teaching aids on aspects of English and the teaching of English should be available to teachers in every elementary and secondary school.

One of the most effective and least expensive ways of encouraging a faculty to maintain familiarity with their field is to maintain an up-to-date library of professional books. The English faculty in any high school or the teaching faculty in an elementary school can profit extensively from browsing through selected materials. Even teachers in the small isolated school, prevented by their geographical situation from attending many professional meetings, can study present thinking about the teaching of grammar or the teaching of literature from the pages of the current *Elementary English* or the *English Journal.* Yet more than 40 percent of all elementary teachers and 45.3 percent of all secondary teachers of English report that they do not have access to such periodicals in the libraries of their schools.

See pages 60 and 142

To be of maximum use, the professional library on English is best situated either in the English department's office in secondary schools or in the faculty room in elementary schools, so that browsing can be encouraged through the continually available resources. In addition to the leading professional journals on the teaching of English, such a library should contain selected books on the content and methodology appropriate to the grade level. The library might also include files of the teaching aids and units of instruction prepared by other teachers in the school.

What specific publications should be included in a professional library on English? Because the purpose of such a library is to keep teachers abreast of research and scholarship and of new experimentation in method and curriculum, the library on English teaching must be continually developed. Here again the specialized supervisor or departmental chairman can assist the school administrator, not only in developing the library and in promoting its effective use. A recommended minimal professional library on English teaching, prepared by the Commission on the English Curriculum of the National Council of Teachers of English, is presented in the appendix to this report.[7]

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[7]The list is a slightly revised version of the list appearing in Alfred H. Grommon (ed.), *The Education of Teachers of English for American Schools and Colleges.* Volume V of the NCTE Curriculum Series (New York: Appleton-Century-Crofts, 1963), pp. 404-414.

Recommendation No. 7: School administrators should encourage teacher membership and participation in local, state, and national professional subject matter organizations which are concerned with the teaching of English.

See pages 62, 108, 124, and 126

Again and again the facts in this survey clearly indicate that those elementary and secondary teachers who are members of the National Council of Teachers of English and who participate in local, state, and national English meetings are better prepared to teach than the average teacher nationally. Whether the wisdom and interest acquired through more extensive study of the subject led them to the professional organizations for English teachers, or whether membership in the associations fired their zeal for added learning, the fact remains that NCTE members are clearly better educated in English, select more college courses appropriate to the subject they are teaching, do more professional reading in English, are more aware of important trends in content and methodology, are more satisfied with their preparation, and are more enthusiastic about teaching in general. The advantages of professional association in subject oriented groups have seldom been so clearly delineated, and somewhat surprisingly, these advantages emerge as clearly for elementary teachers as for secondary teachers of English.

School administrators, often inclined to encourage membership in general educational associations, might well recognize the special advantages which accrue to teachers as a result of association in subject matter groups. Particularly in districts lacking specialized supervision and leadership in English is some relationship with subject teachers important. The data in this report clearly indicate the important role in continuing education which has been assumed by such professional societies with their journals, publications, and meetings.

In English, the national parent group is the National Council of Teachers of English, the world's largest subject matter association of teachers, organized into separate elementary, secondary, and college sections. The majority of teachers of English report they have not attended an NCTE convention, even though the Council regularly rotates its convention sites to bring the convention within 1,000 miles of almost all members at least once in every four years. The expense of sending one or more teachers to every national NCTE convention is considerable, although some schools attempt to see that at least one representative attends every year. When the national meeting is located within 1,000 miles, more schools would do well to pay transportation expenses for the whole department of English.

But if participation in national English meetings may be limited

by distance and expense, not so is involvement in state and local associations. Almost 200 local and regional English associations are affiliated with NCTE, many of which organize extensive programs of conferences, meetings, workshops, and publications. Teachers, especially beginning teachers, need encouragement to attend these meetings. Elementary teachers may require special encouragement. A few hours of released time, token assistance in meeting conference expenses, support through distribution of program announcements—these are ways in which administrators may support the work of such associations.

The cost of encouraging teacher participation in professional meetings of teachers of English is minimal compared with the values to be accrued. Schools need not consider that full expenses of teachers must be reimbursed: recognizing the desirability of every teacher's receiving some encouragement to attend conferences and conventions, most teachers will gratefully accept even partial reimbursement. A district pays hundreds of dollars to bring in an outside consultant who sometimes does little more than speak on one or two occasions. A fraction of this total expenditure can be used to defray some of the costs for teachers to hear dozens of such consultants at important professional meetings.

The Committee on National Interest of the National Council of Teachers of English believes firmly that the steps recommended here will serve the national interest. The program outlined above, calling for national, state, and local efforts, will face squarely one problem underlying the teaching of English and the language arts: the gaps and the imbalances in the preparation of tens of thousands of teachers graduated by colleges and assigned by schools to teach a subject important in its own right and basic to learning in all other academic disciplines. Nothing short of such a program will guarantee a solution to present problems and a sound return on the investment of time and effort that schools now make, and must make, to teaching English and the language arts.

The evidence in this report indicates clearly that the overwhelming majority of elementary teachers and secondary teachers of English require strong support in the subject area. Concealed within the averages, however, is the suggestion that a substantial minority of teachers, perhaps not more than one-fourth to one-third, may be reasonably well prepared in most aspects of English. An even smaller percentage is currently receiving some encouragement from state and local school districts to continue educational programs. Given reasonable support, most teachers will strive for improvement, and many

are presently doing so without substantial encouragement. Perhaps the remarkable fact is how much some teachers in this survey have been able to do on their own. But the real danger to the teaching of English comes with the discouragement of such professional leaders—in a sense the one-third who in dedication to subject and to teaching are already supporting in many ways the two-thirds who are inadequately prepared. Faced with impossible teaching conditions, apparent lack of interest in English instruction by school districts, inadequate consultant help, and almost no financial incentives, even the most professional teacher may become discouraged. Letters to the National Council of Teachers of English suggest that a large number of the nation's better teachers of English either leave the teaching profession each year or, if their college work qualifies them, desert the English classroom for assignments in guidance, foreign languages, administration, or in other fields of education in which financial and administrative incentives are available.

See pages 96, 100, and 155

Throughout this report the fact has been stressed that approximately 24 percent of the total educational effort from kindergarten through grade 12 is devoted to instruction in English and the language arts, and in the elementary grades the percentage approaches half of all instructional time. Teachers, administrators, and supervisors who designed it, lay boards of education who approved it, and state departments of public instruction who sanctioned it have apportioned one-fourth of the total effort of the entire school curriculum to this one subject area. What stronger evidence can there be for the relevance of English to the national interest?

The proportion is easy to justify. Any achievement beyond elementary oral drills in foreign language learning, beyond rudimentary computation in mathematics, beyond rote memorization and simple recall in the social and the natural sciences requires the ability to read complex material with comprehension, to organize thoughts and express them clearly, and to contribute to and profit from listening to the exchange of mature ideas in open discussion. The issue, moreover, is larger than preparation for advanced work in other subjects. The culturally deprived remain deprived until they acquire basic language skills. Unless they master these skills, fundamental to all learning, they can never achieve full participation in the culture or make their full contribution to the economy. For all those students who will never go beyond grade 12, as surely as for those who will, the skills and the basic concepts of English are important.

No one, however, has seriously questioned the allotment of one-fourth of the educational effort to these ends. On the other hand, even

those most committed to instruction in English and the language arts have made no widespread effort to increase substantially the percentage of the total effort apportioned to English. In this age—an age of new challenges for leadership in technology, in economics, in diplomacy, in humanitarian reform—all knowledge and all disciplines are important. Although flexible schedules and varying patterns of instruction may emerge, most of the improvement in teaching English and the language arts will have to come from better utilization of the 24 percent of the time and effort now devoted to it.

Boards of education and school administators concerned with the improvement of instruction in English would do well to study these seven recommendations in considering what can be done to nourish professional vitality among their elementary teachers and secondary teachers of English. To be sure, the teachers themselves must accept responsibility and take initiative in this nourishment. However, the present state of English teaching in elementary and secondary schools —particularly the gap between what is now known and what goes on in classrooms—is due in no small part to administrative decisions and practices of long standing. Despite the importance of English in the total instructional program, in no other major subject (save perhaps the social studies) has so little been done to provide for the continuing education of teachers. No matter how sound the course of study in English, no matter how improved the textbooks, no matter how bright the students, the programs in English will be no better than the teachers who direct them. This report presents clearcut evidence that the majority of today's elementary teachers and secondary teachers of English are not adequately prepared in the subject. The need for concerted national, state, and local efforts to improve the continuing education of teachers in English has never been so evident.

APPENDIX

A MINIMAL PROFESSIONAL REFERENCE LIBRARY ON THE LANGUAGE ARTS FOR ELEMENTARY SCHOOL TEACHERS[1]

(Suggested only as a basic list of minimum essentials to which schools may add titles as funds become available)

PROFESSIONAL JOURNALS

Subscription to *Elementary English* and to one or two other journals which regularly feature articles on aspects of the language arts, such as *The Reading Teacher* or *Education.*

Subscription to the journal of the state English association.

THE CURRICULUM SERIES OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The English Language Arts. New York: Appleton-Century-Crofts, 1952. (Perspective on the total English program)

Language Arts for Today's Children. New York: Appleton-Century-Crofts, 1954.

GENERAL BOOKS ON METHODS OF TEACHING ABOUT CURRICULUM IN THE LANGUAGE ARTS

Three or four basic books, such as:

Crosby, Muriel. *Curriculum Development for Elementary Schools in a Changing Society.* Boston: D. C. Heath and Company, 1964. Chapters 6, 7, 9, 14.

Dawson, Mildred A., *et al. Guiding Language Learning.* New York: Harcourt, Brace and World, Inc., 1963.

Greene, Harry A., and Petty, Walter T. *Developing Language Skills in the Elementary School.* Boston: Allyn and Bacon, Inc., 1959.

Herrick, Virgil E., and Jacobs, Leland B. (eds.). *Children and the Language Arts.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Strickland, Ruth G. *Language Arts in the Elementary School,* Second Edition. Boston: D. C. Heath and Company, 1957.

Watts, A. F. *The Language and Mental Development of Children.* Boston: D. C. Heath and Company, 1948.

SPECIALIZED BOOKS AND REFERENCES

One or two reference books in each area, such as:

in Reading:

Austin, Mary C. (ed.). *The Torch Lighters:* Tomorrow's Teachers of Reading. Cambridge, Mass.: Harvard University Press, 1961.

———, and Morrison, Coleman. *The First R:* The Harvard Report on Reading in Elementary Schools. New York: The Macmillan Company, 1963.

DeBoer, John J., and Dallmann, Martha. *The Teaching of Reading,* Revised Edition. New York: Holt, Rinehart and Winston, Inc., 1964.

Harris, A. J. *How to Increase Reading Ability,* Fourth Edition. New York: Longmans, Green and Company, 1961.

Russell, David H. *Children Learn to Read,* Second Edition. Boston: Ginn and Company, 1961.

Veatch, Jeannette. *Individualizing Your Reading Program.* New York: G. P. Putnam's Sons, 1959.

in Writing and Speaking:

Applegate, Mauree. *Helping Children Write.* New York: Harper and Brothers, 1954.

Burrows, Alvina T. *They All Want to Write: Written English in the Elementary School.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1952.

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[1]Revised and reprinted from Alfred H. Grommon (ed.), *The Education of Teachers of English for American Schools and Colleges* (New York: Appleton-Century-Crofts, 1963) pp. 406-408.

Burrows, Alvina T., *et al. Children's Writing: Research in Composition and Related Skills.* Champaign, Ill.: National Council of Teachers of English, 1961.
Lease, Ruth, and Siks, Geraldine Brain. *Creative Dramatics in Home, School, Community.* New York: Harper and Row, Publishers, 1952.
Ogilvie, Mardel. *Speech in the Elementary School.* Boston: Houghton Mifflin Company, 1939.
Ward, Winifred. *Play Making with Children, From Kindergarten through the Junior High School,* Revised Edition. New York: Appleton-Century-Crofts, 1957.
When Children Write, Bulletin No. 95, ACEI. Washington: Association for Childhood Education International, 1954.

in Language, Grammar, and Usage:

Allen, Harold B. (ed.). *Readings in Applied English Linguistics,* Second Edition. New York: Appleton-Century-Crofts, 1964.
Hildreth, Gertrude. *Teaching Spelling.* New York: Holt, Rinehart and Winston, Inc., 1955.
Pooley, Robert C. *Teaching English Grammar.* New York: Appleton-Century-Crofts, 1957.
———. *Teaching English Usage.* New York: Appleton-Century-Crofts, 1946.

in Literature:

Arbuthnot, May Hill. *Children and Books,* Revised Edition. Chicago: Scott, Foresman and Company, 1957.
Arnstein, Flora J. *Adventure into Poetry.* Stanford, Calif.: Stanford University Press, 1951.
———. *Poetry in the Elementary Classroom.* New York: Appleton-Century-Crofts, 1962.
Huck, Charlotte, and Kuhn, Doris Young. *Children's Literature in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1963.
Larrick, Nancy. *A Teacher's Guide to Children's Literature.* Columbus, O.: Charles E. Merrill Books, Inc., 1960.
Meigs, Cornelia, *et al. A Critical History of Children's Literature.* New York: The Macmillan Company, 1953.
Smith, Dora V. *Fifty Years of Children's Books.* Champaign, Ill.: National Council of Teachers of English, 1963.

AIDS FOR SELECTING BOOKS FOR CHILDREN

Two or three recent annotated book lists, such as:

A Basic Book Collection for the Elementary Grades. American Library Association, 50 East Huron Street, Chicago, Illinois 60611.
A Bibliography of Books for Children. Association for Childhood Education International, 1200 15th Street, N.W., Washington 5, D.C.
The Booklist and Subscription Books Bulletin. American Library Association, Chicago, Illinois.
Adventuring with Books. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822.
Books for Beginning Readers. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822.
Reading Ladders for Human Relations, Fourth Edition. American Council on Education, 1785 Massachusetts Avenue, Washington 36, D.C.

A MINIMAL PROFESSIONAL REFERENCE LIBRARY FOR TEACHERS OF SECONDARY SCHOOL ENGLISH[2]

(Suggested as a basic list of minimum essentials to which schools may add titles as funds become available)

PROFESSIONAL JOURNALS

Subscription to the *English Journal.*

[2]Alfred H. Grommon, *op. cit.,* pp. 408-413.

Subscription to the journal of the state English association if one is published, e.g., *Kentucky English Bulletin*, the *North Carolina English Teacher*, the *English Leaflet*, the *English Record*, the *Illinois English Bulletin*, the *Wisconsin English Journal*.

Additional subscriptions to two or three other journals which regularly feature articles on English of interest to the secondary school teacher, such as *College English, College Composition and Communication, The Reading Teacher.*

THE CURRICULUM SERIES OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The English Language Arts. New York: Appleton-Century-Crofts, 1952.

The English Language Arts in the Secondary School. New York: Appleton-Century-Crofts, 1956.

GENERAL BOOKS ABOUT CURRICULUM AND METHODOLOGY IN SECONDARY ENGLISH

Three or four recent books, such as:

Bernstein, Abraham. *Teaching English in High School.* New York: Random House, 1962.

Carruthers, Robert. *Building Better English Tests.* Champaign, Ill.: National Council of Teachers of English, 1963.

Gordon, Edward, and Noyes, Edward S. (eds.). *Essays on the Teaching of English.* New York: Appleton-Century-Crofts, 1960.

Guth, Hans P. *English Today and Tomorrow*: A Guide for Teachers of English. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Holbrook, David. *English for Maturity.* Cambridge, Eng.: University Press, 1961.

Hook, J. N. *The Teaching of High School English,* Revised Edition. New York: The Ronald Press Company, 1958.

Jewett, Arno. *English Language Arts in American High Schools.* Washington: Bulletin No. 13, U.S. Department of Health, Education, and Welfare, 1958.

LaBrant, Lou. *We Teach English.* New York: Harcourt, Brace and Company, 1951.

Lewis, John S., and Sisk, Jean C. *Teaching English 7-12.* New York: American Book Company, 1963.

Loban, Walter; Ryan, Margaret; and Squire, James R. *Teaching Language and Literature.* New York: Harcourt, Brace and World, Inc., 1961.

Sauer, Edwin H., *English in the Secondary School.* New York: Holt, Rinehart and Winston, Inc., 1961.

Stone, George Winchester, Jr. (ed.). *Issues, Problems, and Approaches in the Teaching of English.* New York: Holt, Rinehart and Winston, Inc., 1961.

Weiss, M. Jerry. *An English Teacher's Reader.* New York: Odyssey Press, 1962.

SPECIALIZED BOOKS AND REFERENCES

One or two reference books in each area, such as:

in Reading:

Bamman, Henry A.; Hogan, Ursula; and Green, Charles E. *Reading Instruction in the Secondary School.* New York: Longmans, Green and Company, 1961.

DeBoer, John J., and Dallmann, Martha. *The Teaching of Reading,* Revised Edition. New York: Holt, Rinehart and Winston, Inc., 1964.

Gans, Roma. *Common Sense in Teaching Reading.* Indianapolis: Bobbs-Merrill Company, 1963.

Gunn, M. Agnella (ed.). *What We Know About High School Reading.* Champaign, Ill.: National Council of Teachers of English, 1958.

Jewett, Arno (ed.). *Improving Reading in the Junior High School.* Washington: Bulletin No. 10, U.S. Department of Health, Education, and Welfare, 1957.

Strang, Ruth, and Bracken, Dorothy Kendall. *Making Better Readers.* Boston: D.C. Heath and Company, 1957.

———; McCullough, Constance; and Traxler, Arthur. *Problems in the Improvement of Reading,* Third Edition. New York: McGraw-Hill Book Company, Inc., 1961.

in Composition, Speech, and Related Skills:

Bennett, Robert A. (ed.). *Speech in the English Classroom,* A Portfolio of Articles. Champaign, Ill.: National Council of Teachers of English, 1962.

Hook, J. N. *Guide to Good Writing.* New York: The Ronald Press Company, 1962.
Kitzhaber, Albert R. *Themes, Theories, and Therapy: The Teaching of Writing in College.* New York: McGraw-Hill Book Company, 1963.
Mearns, Hughes. *Creative Power.* New York: Dover Publications, Inc., 1958.
Selected chapters in the methods books, especially Chapters 10 and 11 in LaBrant; Chapter 9 in Hook; pp. 61-202 in Gordon and Noyes; Chapter X in Loban, Ryan, and Squire; and Chapter IX in *The English Language Arts in the Secondary Schools.*

One or two pamphlets containing suggestions for grading compositions, such as:
Ward, William S. (ed.). "Principles and Standards in Composition for Kentucky High Schools," *Kentucky English Bulletin,* Fall, 1956-57.
Grose, Lois M.; Miller, Dorothy; and Steinberg, Erwin. *Evaluating Junior High School Themes.* Association of English Teachers of Western Pennsylvania, n.d.
California Association of Teachers of English. *A Scale for Evaluating High School Student Essays.* Champaign, Ill.: National Council of Teachers of English, 1960.
(These booklets on evaluation are available from the National Council of Teachers of English.)

One or two handbooks to English style, such as:
Brooks, Cleanth, and Warren, R. P. *Modern Rhetoric,* Second Edition. New York: Harcourt, Brace and World, Inc., 1958.
Perrin, Porter G. *Writer's Guide and Index to English,* Third Edition. Chicago: Scott, Foresman and Company, 1959.

in Language:

Allen, Harold B. (ed.). *Readings in Applied English Linguistics,* Second Edition. New York: Appleton-Century-Crofts, 1964.
Baugh, Albert C. *A History of the English Language.* New York: Appleton-Century-Crofts, 1957.
Bloomfield, Morton, and Newmark, Leonard. *A Linguistic Introduction to the History of English.* New York: Alfred A. Knopf, 1963.
Francis, W. Nelson. *The Structure of American English.* New York: The Ronald Press Company, 1958.
Gleason, H. A., Jr. *An Introduction to Descriptive Linguistics,* Revised Edition. New York: Holt, Rinehart and Winston, Inc., 1961.
Laird, Charlton M., and Gorrell, Robert M. (eds.). *English as Language: Backgrounds, Development, Usage.* New York: Harcourt, Brace and World, Inc., 1961.
Pollock, Thomas C., and Sheridan, Marion C., *et al. The Macmillan English Series,* Books 9-12, Second Revised Edition. New York: The Macmillan Company, 1964.
Pooley, Robert C. *Teaching English Usage.* New York: Appleton-Century-Crofts, 1946.
Sledd, James. *A Short Introduction to English Grammar.* Chicago: Scott, Foresman and Company, 1959.

Representative textbooks for secondary students which illustrate new approaches to language teaching such as:
Roberts, Paul. *English Sentences.* New York: Harcourt, Brace and World, Inc., 1962.
LaBrant, Lou, *et al. Your Language.* Vol. V. New York: McGraw-Hill Book Company, 1960.

At least one authoritative dictionary of usage, such as:
Fowler, H. W. *A Dictionary of Modern English Usage,* Revised Edition. Oxford, Eng.: Cambridge Press, 1927.
Evans, Bergen, and Evans, Cornelia. *A Dictionary of Contemporary American Usage.* New York: Random House, 1957.
Nicholson, Margaret. *A Dictionary of American-English Usage.* New York: Oxford University Press, 1957.

in Literature:

Burton, Dwight L. *Literature Study in the High School,* Second Edition. New York: Holt, Rinehart and Winston, 1964.

Geiger, Don. *The Sound, Sense, and Performance of Literature.* Chicago: Scott, Foresman and Company, 1963.

Leary, Lewis (ed.). *Contemporary Literary Scholarship.* New York: Appleton-Century-Crofts, 1958.

Lynch, James J., and Evans, Bertrand. *High School English Textbooks.* Boston: Little, Brown, and Company, 1963.

Millet, Fred B. *Reading Drama. Reading Fiction. Reading Poetry.* All from New York: Harper and Row, Publishers, 1950.

Selected chapters in the methods books, especially Chapters 5, 6, 7 in Hook; Chapters VI, VII, VIII in Loban, Ryan, and Squire; Chapters 9-13 in Sauer; and Chapter V in *the English Language Arts in the Secondary School.*

Rosenblatt, Louise. *Literature as Exploration.* New York: Appleton-Century-Crofts, 1938.

Thorpe, James (ed.). *The Aims and Methods of Scholarship in Modern Languages and Literature.* New York: Modern Language Association of America, 1963.

Books on applied criticism and on separate literary forms such as:

Booth, Wayne. *The Rhetoric of Fiction.* Chicago: University of Chicago Press, 1961.

Brooks, Cleanth, and Warren, Robert Penn. *Understanding Fiction.* New York: Appleton-Century-Crofts, 1960.

———, and ———. *Understanding Poetry,* Third Edition. New York: Holt, Rinehart and Winston, Inc., 1960.

Ciardi, John. *How Does a Poem Mean?* Boston: Houghton Mifflin Company, 1960.

Drew, Elizabeth. *Poetry, A Modern Guide to Its Understanding and Enjoyment.* New York: Dell Publishing Company, Inc., 1959.

Richards, I. A. *Practical Criticism.* New York: Harcourt, Brace and World, Inc., 1939.

A glossary of literary terms such as:

Thrall, William F.; Hibbard, Addison; Holman, Hugh. *Handbook to Literature.* New York: Odyssey Press, 1960.

in Mass Media:

Boutwell William D. (ed.). *Using Mass Media in the Schools.* New York: Appleton-Century-Crofts, 1962.

Postman, Neil, and the Committee on the Study of Television. *Television and the Teaching of English.* New York: Appleton-Century-Crofts, 1961.

O'Hara, Robert C. *Media for the Millions.* New York: Random House, 1961.

AIDS FOR SELECTING BOOKS FOR ADOLESCENTS

Two or three recent annotated book lists, such as:

A Basic Book Collection for High Schools, regularly revised. American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

A Basic Book Collection for Junior High Schools, regularly revised. American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Books for the Teen Age, issued annually. New York Public Library. Fifth Avenue and Forty-second Street, New York 18, New York.

Books for You, an annotated book list for the senior high school, periodically revised. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822. 1964 edition published by Washington Square Press.

College and Adult Reading List of Books in Literature and the Fine Arts. New York: Washington Square Press, 1962.

The Booklist and Subscription Books Bulletin. American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Your Reading, an annotated book list for the junior high school, periodically revised. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822.

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