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In this collection of papers, a number of educational innovations of recent years are applied to the language arts curriculum. Section one, compiled by recorders in conference study groups, examines (1) new materials and methods which are relevant for today's English teacher, (2) research findings and their implications for the classroom teacher, (3) such organizational patterns as modular scheduling applied to new instructional approaches, (4) the problems of providing suitable materials, techniques, and procedures to help the reluctant reader, and (5) the various roles of the teacher, the administrator, and the government in innovating and stimulating creativity and curriculum reform. Section two is comprised of an address by Thomas P. Ryan, "The Language Arts Teacher in 1970," in which he describes a future educational environment as including individualization of instruction and learning activity "packages," reorganization of schools and environmental management, massive curriculum reforms, and inservice workshops for the professional staffs of public schools. (JB)

Report of

The Eighteenth Annual English Conference

of the

Metropolitan Detroit Bureau of School Studies, Inc.

held on

March 5, 1968

at

John Glenn High School

Wayne Community Schools
Michigan

THE CHANGING ROLE OF THE LANGUAGE ARTS TEACHER

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Associate Dean of Graduate School
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Dr. Stephen Dunning
Associate Professor of Education and
English Language & Literature
The University of Michigan

Mr. Donald Goodson
Title III Director
Michigan State Department of Education

Mr. George O'Brien
Reading Coordinator
John Glenn High School, Wayne

Evening Address

Mr. Thomas Ryan
Language Arts Supervisor
Nova Schools, Fort Lauderdale, Florida

Panelists

Mr. David Amerman
Principal
Franklin High School, Livonia

Audrey Becker
Title III Disseminator
Franklin High School, Livonia

Panelists (cont.)

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Mr. James House
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Mr. George Menzi
Assistant Principal
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Lois Munkachy
Roosevelt Jr. High School
Dearborn #8 Public Schools

Mr. Joseph Veramay
Principal
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Mr. Robert Wilson
Southgate High School
Southgate Community Schools

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The 18th Annual English Conference, sponsored by the English Committee of the Metropolitan Detroit Bureau of School Studies, was held on March 5, 1968 at the John Glenn High School, Wayne Public Schools, Michigan.

The general theme for the conference, "The Changing Role of the Language Arts Teacher," stressed new ideas and innovations in the language arts curriculum from several points of view. The roles of the teacher, the administrator, and the federal and state governments were examined as they related to innovation in the English curriculum. Research findings and the implications for the classroom teacher were discussed, as were new methods and materials for instruction. The special problems associated with reading came in for some examination. Organizational patterns such as modular scheduling, found in the Kettering Foundation's IDEA schools, were discussed in relation to new instructional approaches in the language arts. Finally, several commercial publishers exhibited their latest books and other materials for the perusal of the approximately 400 conference participants.

This report of the conference proceedings is a compilation of the various section meetings plus the main dinner speaker's presentation. No attempt has been made to record verbatim what each speaker or panelist presented. Rather, this report was compiled from outline notes made by individual recorders present at each section meeting. This accounts for the lack of smooth continuity and flow from one thought or idea to another in the body of the report dealing with the section meetings. The intent was simply to report the main ideas in narrative rather than outline form. The main after-dinner speech by Mr. Ryan, however, is reported "in toto" and does exhibit the characteristic syntax of an integrated speech.

PART I

Section Meetings

WHAT'S RELEVANT: MATERIALS AND METHODS

Presentation: Dr. Stephen Dunning, Associate Professor of Education and English Language and Literature, The University of Michigan

A prime requirement for the modern teacher is flexibility. This flexibility comes as a direct outgrowth of the constant diagnosis of each class. What is right for one class may not be right for another.

There is an inherent danger in following a sequence, i.e., a given curriculum guide, too closely. The sequence may not provide for much individualization and may represent little more than a blind faith.

Regarding method, two types of questions are important; learning questions and teaching questions. Learning questions are those you ask of yourself as a teacher before you begin a unit. These are questions to which you do not know the answers. Teaching questions, on the other hand, are designed to communicate knowledge, i.e., that which is already known. A teacher's time is best spent in developing learning questions.

THE ROLE OF GOVERNMENT IN INNOVATION

Symposium: Donald Goodson, Michigan State Department of Education
Glenn McAdam, Livonia
Roger McCaig, Grosse Pointe
James House, Wayne County Intermediate

The Elementary and Secondary Education Act of 1965 was designed to stimulate and encourage more innovations and creativity in the school program. It is highly competitive, with thousands of schools across the country involved.

One of the purposes is to establish demonstration centers which might serve as models for other schools. Another purpose is to provide funds for extensive in-service training programs for school personnel.

Starting July, 1969 the distribution of funds for Title III will be completely handled by the State.

Title III of the Act is designed to implement new innovations, especially in districts with financial problems such as fast-developing districts experience.

One problem encountered is the lack of funds via small grants for individual teachers with ideas they want to develop. Individual teachers receive these funds only in training activities.

With most of the money coming into a district in the form of large grants, much innovation is forced down from the top.

Another major problem that has become apparent is the fact that most large grants are made only to large districts because they were the only ones to submit proposals. The larger districts have the personnel needed

to write proposals whereas the smaller ones do not. One partial solution to this problem has been found by Wayne County Intermediate District, which submitted a federal proposal and received funds to distribute information to local districts so that they could sort of "hitch-hike" on the proposals.

Most of Wayne County districts will have to turn to the federal level if millage votes are going to be defeated at the same rate as is presently the case.

It has taken educators a while to become adjusted to starting programs in November or April instead of September. Federal funds do not become available to coincide with the beginning of a school year.

Curriculum reform should be initiated from the grass-roots level rather than imposed upon a district from the outside. In-service training is the key to this process.

THE TEACHER AS AN INNOVATOR

Symposium: Audrey Becker, Livonia
Lois Munkachy, Dearborn #8
Audrey Gomon, Livonia
Robert Wilson, Southgate

The Dearborn #8 District currently has a pilot study in creativity. Seven classes of ninth graders are involved. After a testing program, experimental groups are set up to discuss the nature of creativity. Control groups are given traditional modes of instruction.

Creative people are often quite unpredictable. The climate must not be stifling and lacking in approval. A good sense of humor in the teacher is essential. Three characteristics seem to stand out in particular: (1) sensitivity and inspiration; (2) imagination; and (3) intuition.

Other characteristics which are found in the creative student include awareness, fluency, and non-conformity.

Some attitudes and behaviors which are important for the teacher to display toward creative students include the respect of curiosity, admitting ignorance if true, encouragement of individual initiative, seeking student evaluations of your performance, the toleration of failure, allowing wide reading, and, very importantly, evaluation of student performance on a sound basis rather than on an arbitrary basis.

At Livonia Bentley High School, students may choose electives from among some forty courses. The new program provides course work on a non-graded basis, and geared to the rate of learning for the individual. Offerings include writing, literature, and speech courses in a wide variety of levels and emphases.

This new program is a direct outgrowth of the teachers' discontent with classroom accomplishment. The teachers at Bentley High School have a good work area for sharing concerns and ideas. Flexibility was needed to provide better individual instruction. Changes were proposed and evaluated. Workshops were organized, resulting in the development of new materials.

As the evaluation of the traditional program proceeded, it became apparent that the classroom had too wide a range. Texts were found to be inadequate. Larger "average" groups were accepted. Teachers volunteered to teach the special courses. It was also discovered that the greatest need was for <u>suitable materials</u> for each group of students. These materials are being developed and are undergoing constant evaluation and revision.

The Southgate District is involved in the Apex Program, similar to the program in Trenton. The emphasis is on teacher involvement and teacher attitude change.

Methods and materials must be selected for purposes decided upon. Evaluation is constantly needed. There must be concern for students' value judgments in the area of humanities. There is a great risk that ideas will be obsolete before they are implemented in the curriculum.

Teachers must work for change and involvement in terms of the special needs of each community and the types of students enrolled in the school.

RESEARCH AND THE LANGUAGE ARTS TEACHER

Presentation: Dr. Joseph E. Hill, Associate Dean of the Graduate School, Wayne State University

Children are coming to school with a language they have not acquired by reading. A child hears a word and envisions a picture of the object or idea in his mind. Thus, he has acquired a symbol and its associated meaning.

There are two types of educational symbols; (1) theoretical symbols, and (2) qualitative symbols. The theoretical symbol is that which presents to one's nervous system something different than what the symbol actually is. A qualitative symbol is that which represents to your nervous system what the symbol means to you.

All school systems measure I.Q. in terms of theoretical symbols. However, the qualitative symbol holds much more significance for the individual. The teacher's job is to teach the qualitative symbol system. It not only benefits the student, but it also pushes teachers toward new realms in thinking about symbolism.

There are several major cultural determinants which influence the symbolization process. Our culture determines how we as individuals interpret English words. In order to maintain rapport with the children of a culture, a teacher should be familiar with that mode of environment. He should never be placed in a cultural area of which he knows nothing.

The traditional image of the teacher is that he is supposed to be able to "do and teach" everything, and everywhere. Consequently, his performance in teaching often is ineffective. The vast diversity of cultural determinants in our society renders the traditional image of the teacher untenable. Teachers must be specially trained for special situations.

The three important cultural determinants we are concerned with are: (1) the family, (2) one's associates or peer group, and (3) one's individuality. It is the teacher's duty to stress all three areas. Education must strive to build curriculum that builds human health.

Another important concept borne out by research is the fact that everyone's teaching style differs. The differing cognitive styles of both teachers and students presents special problems that must be dealt with at the classroom level. Three modes which influence the individual's teaching style include: persons, processes, and property. These factors must be taken into account in efforts aimed at greater individualization of the teaching-learning process.

TITLE III - IMPLICATIONS FOR LANGUAGE ARTS

Discussion: Donald Goodson, Title III Director,
The Michigan State Department of Education
Glenn McAdam, Assistant Director, Title III,
Livonia

Title III of the Elementary and Secondary Education Act of 1965 has provided fifteen million dollars for new and innovative programs on a K-12 basis. About 42% of all proposals submitted have been accepted. Currently, there is no money available for new programs until July, 1969.

Some examples of schools which have utilized Title III funds for new programs include Nova School, Fort Lauderdale, Florida. This school has an excellent program which makes use of learning packages, a high degree of individualized instruction, and many in-service workshops for the professional staff.

Trenton High School, Trenton, Michigan, has instituted the Apex Plan. Apex = Appropriate Placement for Excellence in English. This is a phase-elective language arts program, offering approximately 40 one-semester English courses. There are no grade levels, just phases of difficulty. Students elect their choice. One of the problems is the accumulation of instructional materials. On the other hand, the program solves the problem of too much repetition of material in successive courses.

Bentley High School, Livonia, Michigan, provides a personalized and individualized approach to English. The program operates on a non-graded basis and a modular schedule. At present, each school in the district is specializing in a particular area of the total English program. After sufficient experimentation and evaluation all schools will use the best approaches and materials. Of the total amount of Title III funds received for the program, 84% went into in-service training for the teaching staff.

READING AND THE LANGUAGE ARTS TEACHER - A DEMONSTRATION

Demonstration: George E. O'Brien, Reading Coordinator
John Glenn High School
Wayne Community Schools

The role of the reading consultant involves providing teachers with suitable materials for use in classes, especially the basic English classes. There is a need for language arts teachers not only to work with their students on their instructional levels, but also to use some of the techniques and procedures which reading specialists have found effective with individuals, small groups and whole classes.

The primary function of the reading consultant is to assist the language arts teachers to become aware of these techniques and procedures through discussion and demonstration. His secondary function is to work with students referred to the reading center by teachers and other school personnel, to help them develop more fully their potential reading skills.

The following list of materials have been found suitable for many secondary students, and especially for those who can be described as disadvantaged:

McGraw-Hill - Step Up Your Reading Power
(Books A through E, by Jim Olsen)

Harper & Row - Scope-Reading
(Books 1 through 4)

Scott-Foresman - In Orbit; On Target; Top Flight

The Macmillan Company - Gateway English:
A Family is a Way of Feeling
Coping
Stories in Song and Verse
Who Am I?
Striving
Creatives in Verse
Two Roads to Greatness
A Western Sampler

Simon and Schuster - Papertexts

Follett Publishing Company - Play it Cool in English
The Vocational Reading Series
Turner-Livingston Communication Series
Turner-Livingston Reading Series

Portal Press - Springboards

Behavioral Research Laboratories - Why Work Series

Xerox Corporation - The Way It Is

THE I/D/E/A SCHOOL: ITS EFFECT UPON THE LANGUAGE ARTS TEACHER

Discussion: Dave Amerman, Principal
Franklin High School, Livonia
Joseph Veramay, Principal
Mott High School, Warren Consolidated

I/D/E/A stands for the Institute for the Development of Educational Activities. It is a project of national scope, supported mainly by funds from the Kettering Foundation. At present there are 35 schools in the program.

All 35 schools are on modular schedules. Some are both modular and ungraded. Stanford University provides the computer services for scheduling.

Students are tracked and phased for their courses. When they have free time they are allowed to go to study rooms or lounges for recreation. A very major problem that plagues the program is over-all discipline and keeping students out of the halls. Many schools have to hire teacher aides to help watch students.

Mott High School in Warren, Michigan is currently involved in modular scheduling. Despite the problems associated with new innovations, the feeling is that the over-all program is a success.

A basic book recommended for understanding how to transmit skills and knowledge to students is Preparing Instructional Materials, by Robert Mager.

For further information regarding the IDEA schools project, it is suggested that the reader contact:

Dr. Samuel G. Sava
P.O. Box 446
Melbourne, Florida

THE ADMINISTRATOR AS AN INNOVATOR

Symposium: Audrey Becker, Livonia
Dave Amerman, Principal, Livonia
Joseph Veramay, Principal, Warren Consolidated
George Menzi, Assistant Principal, Trenton

The staff of a school utilizing modular scheduling, team teaching, individualized instruction, and other innovative practices, finds it very difficult, if not impossible, to function efficiently and effectively unless the principal functions in the role of the innovator and gives the staff incentive.

The unsuccessful innovator offers no motivation and favors an unhealthy or closed climate that does not provide for the needed thrust to get the organization "moving". A closed organizational climate creates functional rigidity in the curriculum. The unsuccessful innovator is not genuine; he is aloof and burdens his staff with much paper work. His attitude is: "Let's work harder"; but he means you work harder. Both students and teachers in a closed organizational climate are crippled in curriculum improvement.

The open climate affords functional flexibility and encourages individual acts of leadership. The staff feels free to engage in risk-taking behavior. The principal has confidence in the ability and judgment of his teachers. He leads rather than orders or directs. The opinions of the teachers are as important as those of the principal. The staff is free to engage in problem-solving behavior with constant striving towards group concensus. There is planning and organization evident on the part of the staff and the administration, derived cooperatively.

Some specific techniques used by the innovative administrator in setting up a new program in a new school entail such things as staffing, inter-school visitations, open-door policy regarding personnel problems and opinions, salesmanship, and keeping abreast of recent developments. Some

important keys to success are found in choosing enthusiastic subordinates, laying the groundwork for communications carefully, showing recognition and appreciation, being positive, and providing lots of support for getting materials into the hands of the classroom teacher.

An example of a specific program in which the administrator functioned as an innovator is to be found in the Trenton High School Project Apex (Appropriate Placement for Excellence in English). This program centers around the content of the classwork and how it is being taught. It involves phasing, ungrading, and grouping of courses into the kinds of skills students strive to learn. Phase I is concerned with the development of basic skills; Phase II concentrates on the improvement of these basic skills; Phase III deals with advanced skills; Phase IV is the improvement of advanced skills; and Phase V revolves around the development of sophisticated skills. There are 33 courses from which students choose electives, including seminars and directed study courses as well as courses in the fundamental skills.

From an administrative point of view, much forethought and planning is evidenced in the following chronological development of Project APEX:

1. February 1963
   NASSP, Chicago
   F. Brown
   "The Non-Graded School"

2. March-June 1963
   Interest by English Teachers
   Small Group

3. September 1964 - June 1965
   English staff course descriptions and fermenting
   of new ideas

P A R T II

Evening Address by

Thomas P. Ryan
Language Arts Supervisor

Nova Schools
Fort Lauderdale, Florida

THE LANGUAGE ARTS TEACHER OF THE 1970'S

by

Thomas P. Ryan
Language Arts Supervisor

In the light of events of the last few years, recognizing the massive though belated flurry of activity related to the teaching of English, it takes no special insight to realize that the life and task of the Language Arts teacher of the 70's will be substantially different from that which we now know. I claim no such insight. I have, however, had the opportunity recently to be involved in a situation in which the restrictions which have been common to all of us for generations have been largely removed. As a result of this opportunity, and the further opportunity of observing innovative, daring, and sometimes spectacular individual isolated efforts around the country, I have developed a viewpoint which I would like to share with you.

In the next few minutes I will touch upon nine major points, which will be mentioned together in order to establish their relationship to each other and to the subject. I will then elaborate upon each of them individually, and will close with a summary focused upon a notion of some possible means of implementation.

The first of these, and the idea on which to a great extent the rest of them depend, is that individualization of instruction will be the focus of Language Arts instruction for the next generation. We have talked of this for years, secure - and perhaps even smug - in the knowledge that it was beyond accomplishment in our time. This is no longer the case. The vast accumulation of specific (perhaps I dare say scientific) information about teaching (and more particularly about learning) and the incredibly rapid advance in the technology of instruction places the goal within our grasp. The last great problem concerning individualization - the identification of its operational components - has been completed to the extent that one can point to existing programs using these components successfully to

accomplish that - with live children on a daily basis - which some people still feel to be impossible. I will refer to these specific components later.

A second major factor in the life of the Language Arts teacher of the 70's will relate to the concept of Environmental Management. The teacher must see himself - and his role - much differently from before - as a member of a different kind of instructional team, as a user of a different kind of instructional vehicle, as a manager of a true instructional laboratory, and as the master, rather than the servant, of the technology at his disposal - up to and including the computer.

A third influence (in which, happily, more has been done in the last five years than the preceding century) is in the area of Curriculum. My comments on this subject will deal with the Literature-centered curriculum, the question of the integrated unit versus separate scope-and-sequence development in the three major areas of English identified by the Commission on English, and the major point that decisions on what to teach will be increasingly geared to performance criteria.

Point four in the litany of change involves the development of a much more sophisticated Supervisory System than we have ever known. Perhaps more money has been wasted on so-called supervisors than on any other phase of education. As we examine the changing role of the teacher in a changing environment with a new curriculum, a meaningful role for a supervisor begins to emerge; this role can and must be defined as carefully and specifically as that of the teacher. Again, some of the components can be inferred from recent experience. I will mention some of them later.

Perhaps the most obvious, in the light of the preceding statements, is the fifth of the nine points, the subject of In-service Training of Teachers. I will suggest the basics of a system for this most important aspect of the teacher's job later; for now, suffice it to say that it will have to be planned, systematic, regarded as part of the teacher's job, and part of the teacher's working day.

Item number six would seem logically to follow the previous point; it deals

with Pre-service Training (what some people choose to call - somewhat optimistically, I fear - professional education). The thrust of this section will be to suggest that the education of English teachers must change even more drastically than the task of English teachers. To be specific as to the nature of this change is to become instantly unpopular in a respected segment of the educational community; I shall find it necessary to be both in the course of this discourse.

Perhaps even more instantaneous and widespread unpopularity in a wider segment of our profession is to be gained by suggestion number seven, that the organization of schools must be drastically altered if we are to achieve even minimal efficiency in teaching children. It has seemed self-evident to many of us for some time that the increased volume and complexity of instructional and administrative operation precludes the possibility of the Principal having any real knowledge of (or real responsibility for) what is taught in the school, much less how it is taught. Add this impossibility to the plight of the broadly-based and trivia-plagued supervisor referred to in section four and the immediacy of the problem comes into focus for those of us on the firing-line. As you may have guessed, I will suggest an alternative.

Sections eight and nine of this presentation relate most closely to the closing summary segment of the speech and will therefore be mentioned here solely for reference purposes and by title only; section eight deals with one perception of some problems confronting our segment of the profession during the next few years and section nine is intended to illuminate one view of some principles which must be applied if the profession is to keep pace with the calendar.

And so to work. Having defined the task, and the elements of it, let us proceed to examine them in greater detail.

Individualization of Instruction

There seem to be at least five components of individualization; they supplement each other and should probably all be considered before any are attempted

(if a school is inclined to "solo", then they should be considered in the order presented). They are:

1. The instructional vehicle. One popular name for this is the Learning Activity Package. Whatever the name, the vehicle should strive to decrease student dependence upon teacher through the use of clearly stated performance objectives, pretests, clearly defined sequences of activities, evaluation instruments which measures the objectives stated, and understandable recycling activities to accommodate lack of success. Until a school has a sizeable portion of its scope and sequence converted into some similar kind of unit, utilization of the other innovative practices becomes difficult to the point of impossibility.

2. The Schedule. Some form of flexible, modular schedule is in the future of every school in the country. This kind of schedule is in fairly wide use at the present time, with a degree of success usually in direct proportion to the amount of planning and degree of commitment to the process of individualization which accompanies it. Some schools which use it as a "gimmicky" claim to modernity without regard for its obligations are having trouble; even in the best of situations it brings a new set of problems with it. While in its present artistic state it is sometimes hard to live with, the modern school will soon be unable to live without it; it makes too many other desirable and necessary things possible. If I had to give advice on scheduling it would be this; learn all you can about it, and do not judge too quickly on the basis of early experiments (which may have been bungled). The most important statement which can be made about the new scheduling procedures is that they must be considered as the means to an end, and not the end, and not the end in itself.

3. Physical Facility and Equipment. The physical facility (room sizes, layout) will effectively control modes of instruction; the use of appropriate instructional modes will in turn have great impact upon the success of an individualized program. Most present school plants are inadequate in terms of desired modal

flexibility; however, this is too often used as an excuse for inertia. It is also true that very few situations cannot be substantially improved in this regard with the use of considerable ingenuity and a minimal amount of money. Equipment (the term is here used broadly to include everything which affects the variation of media, including commercial software) controls the variation of media of instruction, another essential ingredient in the application of the plan for individualization. The solution to equipment and materials problems lies largely, once again, in planning. First comes desire, then a plan, then fulfillment. I am going to make a statement which I would be glad to have someone challenge: there are as many schools with equipment going unused for lack of information and planning as there are schools with inadequate equipment for the present program, and probably more! The way to effect change in monies spent on facility and equipment is not to ask for more of the same for more of the same, but rather to present a positive program for specific improvement of curriculum and instruction.

4. Staffing. Perhaps the best adjective for describing the present system of staffing schools would be anarchic (not anarchistic, since it is probably not deliberate). The hirer, not knowing what he wants, (since he has little information either as to the content or the process required for the job - indeed probably does not even decide on the assignment until later), hires. The hiree, equally uncertain as to both content and process, accepts, and moves into a situation in which the organization, structure, supervisory system, custom, and all other factors seem to conspire to prevent his ever finding out just what it is that he does. How many problems we could solve (and how much faster could teachers become competent at their jobs) if we could settle on a sensible hierarchy of tasks related to the art and science of teaching! The foregoing has not been merely railing at the fates which bind us to what we have; rather, it is by way of preface to my next major point, which is that if you teach ten more years, you will almost certainly be involved in such a system. The overwhelming weight

of evidence, as we collect and analyze more data concerning the teaching act, and as outside pressures mount for some merit-pay system, indicates that the two forces in collision can have but one result. As it becomes more necessary, it becomes more possible.

5. Classroom Organization. Much is yet to be learned about teaching and learning; what has been learned, however, leads to one inescapable conclusion - that the classroom grouping of one teacher and 30-40 students is the least appropriate for any suitable mode of instruction which has been identified! The most suitable alternative to this (and we must find one) seems to be the teamed laboratory, in which a team of teachers moves students between spaces for a variety of activities. This arrangement enables teachers to plan for a suitable division of tasks and responsibilities commensurate with differences in ability and accomplishment within a given group of students. Something similar to this would be essential to an individualized program, but would also create many creative possibilities in many existing situations. Please note that implicit in this is the notion that teachers in this kind of situation would have to approach teaming differently from that which is usually done, even in schools where teaming of some sort presently exists.

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I think that it would be appropriate at this time to point out that the five preceding subsections relate to other major headings as well as to individualization, as following subtopics relate interdependently to each other. The placement and order of topics is arbitrary, and for organizational purposes only. Perhaps the most important concept involved here relates to the interdependence of dozens of factors which make up that entity which is the subject of the evening.

Environmental Management

The changing role of the teacher requires that he view himself in an entirely

new light. He needs more information than he has ever had about several different aspects of his job, four of which will be discussed here.

1. Teaming. We have mentioned teaming in terms of task and as an organizational device. Let us now look at it in terms of the teacher. He will have to become accustomed to group decision-making processes, which will place demands upon him in both the cognitive and affective areas, and it is quite likely that some form of sensitivity training will become part of the picture for every teacher. Teaming for environmental management requires that all team members be adept at all instructional modes, a quite different concept than that usually associated with team teaching.

2. Use of the Learning Activity Package. Individualization depends upon the ability of both students and teachers to make choices - to exercise options from a variety of available possibilities at any given time. Before the teachers can plan activities, both group and individual, for a given period of time, it is essential that students understand the requirements and optional opportunities available. When these conditions are present, the team of teachers can cope with the bookkeeping problems presented by unique pacing of students, and can arrange a wide variety of activities to accommodate the range of accomplishment represented in the laboratory. It is for this reason that the package, or something like it, is essential to the teaching situation of the 70's.

3. Laboratory Instruction. I have mentioned laboratory several times, but have not yet defined it. For our purposes, laboratory is taken to mean groups of students, groups of teachers, and a group of spaces combined at a given time for the purposes of individually paced instruction in a given subject area. Needless to say, the more space (and kinds of spaces) and the more teachers per student group size, the easier the plan is to implement, but there is no known magic number. Four teachers have been found to be a desirable number, and they should

handle no more than 120 students at a time. The "rule of thumb" in planning laboratory instruction involves keeping one teacher in one space exercising general supervision over students working individually and holding planned counseling sessions with individuals or very small groups in the room. The other teachers would be in other spaces with small groups of students. These tasks would rotate at intervals determined by the team. The use of aides and other para-professionals, the delineation of tasks appropriate to training and experience, the use of interns more effectively, more efficient use of available materials, and the tremendous flexibility and decision-making opportunity afforded teachers in this kind of situation makes for almost unlimited possibilities for enjoyable and productive teaching.

4. Computer-Assisted Instruction. The major adjustment which teachers have to make is to see the machinery (and what it can do) as a friend rather than as an enemy. It can be the best friend a modern teacher ever had, in two presently-definable ways. First, it can be trained to handle the bookkeeping problems created by an individualized program, and thus make such a program possible. Relatively simple computer programs already available can keep all the records required in any situation, with less expenditure of teacher time than is presently required in keeping class records. Teachers can learn to trade planning time in setting up systems, (which only has to be done once) for the tedious tasks which presently take up valuable professional time. (I might point out that aides or other non-professionals can easily be trained to do what is left.) The second major area concerns actual teaching of certain kinds of materials. Programs presently under way are indicating that the immediate individual feedback possible with a computer terminal makes the teaching of spelling, for example, more effective than teacher instruction. Furthermore, the machine can do what we have never been able to do, check retention by systematically building and testing, with automatic rechecks and recycling. The nicest aspect of this is that the

computer is best at what most English teachers like to do least, freeing teachers for more pleasant and productive endeavors. There is indeed a machine in your future, one which will never replace you, but rather can make your professional life more interesting and exciting than ever before. These four factors (teaming for more effective use of teacher time, use of a semi-programmed instructional unit, laboratory grouping for instruction, and appropriate use of technology) can be combined to create an environment hitherto unknown in education.

Curriculum

This is a subject which could take a week. I will, however, confine myself to some observations as to the most likely influences on your curriculum of the 70's.

1. Literature-centered. The motivational opportunities presented by well-selected literary experiences cannot be overlooked in planning curriculum. Student interest, rather than classical custom, however, will be the dominant factor. (Silas Marner is out.)

2. Composition. Composition activities will increasingly grow out of experiences in literature. The student must feel the need to communicate his thoughts and ideas to you; your evaluation of an effort which is less than the student's best is fruitless. Writing assignments must be seen by him as an integral part of his total activity.

3. Language Study. The recent development of new systems designed for English rather than Greek or Latin offers great promise in this area. It is most likely that, for the next generation, a separate, programmed transformational grammar sequence (many segments of which can be easily computerized) will be the answer.

The key concept regarding the curriculum of the 70's will be performance. The major task which confronts us in the creation of instructional materials is identification of (and evaluation of) behavioral objectives. While this idea may be repugnant to many English teachers, the generalists and behavioral scientists

will do it for us if we do not decide to become involved.

Supervision

The school system of the 70's will require a new kind of Supervisor. He will need to be expert at translating teacher goals into behavioral objectives, creating evaluative instruments for measurement of such goals, and substantially trained in modern planning techniques. He will need to be sensitive and knowledgeable in the field of interpersonal relationships, since his relationship with teachers will be much different from the present. He will need to be able to team with groups of teachers in order to implement self-analysis and peer-analysis of teaching techniques. He will need to be aware of modern supervisory techniques (micro-teaching, video-tape lesson analysis, etc.) and will become, under a new organizational structure, the master planner for in-service training, curriculum development, systematic change, and instructional improvement. He should be more knowledgeable than the teachers in all phases of instruction, retain his job only so long as he remains so, and should have as his constant goal the elimination of the need for his job. (If he succeeds at this, he can get a better job almost anywhere.)

In-service Training

A planned program, understood in advance by everyone concerned, will be a necessity in the individualized-continuous-progress school of the 70's. By planned, I mean systematic, with the various systems identified cooperatively by supervisors and teachers. (Some of the sections of this presentation might make appropriate titles for individual systems.) I have a hunch that the initials P.E.R.T. will become quite familiar to many of you during the next few years. A major advance in the accomplishment of in-service education will be made possible by the adoption of flexible, computer-based school schedules, since this activity can be accomplished within the school day, and regarded as part of the teacher's normal work load.

Professional Training

I am much less certain of the accomplishment of change in teacher-training institutions than I am of the need for it. There are many, complex, and powerful reasons for inertia in institutions in which custom, seniority, and deliberate lack of instructional structure prevail. Perhaps we are going to need a new kind of college to train a new kind of teacher; certainly present programs are inadequate to even present needs. The teaching profession has traditionally looked to colleges and universities for leadership; perhaps it is time to consider a reversal of this approach. School systems are the users of the products of the universities, and the application of consumer pressure might be in order. Once we can get the attention of the persons who can plan professional courses, perhaps (imagine this!) even professional schools, we might then suggest that they look at the in-service training systems of some modern schools for clues as to needed content and course structures. The problem is no longer one of lack of information about teaching and learning; it seems rather to be one of a near-conspiracy to keep information secret. As long as university professors are regarded as independent contractors, free to use the results of publicly-funded research as personal property, the gap in communication of what is known will continue to widen. There are countless examples of colleges with mediocre and half-hearted education programs which people on their own staffs with enormous amounts of information of unchallenged and inestimable value to their students; they never see the students! Perhaps what we need are teaching colleges, in which a planned, cooperative effort between producer and consumer can create a product appropriate to the 70's.

School Organization

We have belabored Principals and Supervisors somewhat this evening (they are always fair game when teachers get together), but this has probably been unjust, for the Principal is as much the victim as the teacher of a system which has become

outmoded by time and events. There is no more necessity for than there is possibility of an administrator being able to function efficiently or effectively under the present setup of most schools. One solution to this dilemma has been tried by a number of schools, with impressive results. This involves a line-and-staff arrangement, with specific responsibility and authority divided between two different groups of people. The minor abrasions which sometimes results are more than offset by the vastly increased efficiency with which students are taught. What a joy it can be to teach in a situation in which someone has fulltime responsibility for curriculum and instruction. School systems are accepting this concept in sufficient numbers to indicate a trend; it is not at all hazardous to predict that this will be part of your picture in the 70's.

Some Problems

In addition to the myriad of operational problems suggested by the type of program which I have attempted to describe, it seems to me that there are three major problems facing Language Arts teachers during the next decade:

1. Keeping Humanities in the Schools. First of all, to get one thing straight, I am for this. It may have sounded to some of you, as I extolled the virtues of programming, behavioral objectives, and the computer, that I had joined the enemy. This is not the case, and is precisely my point. The posture which we have traditionally taken, that "English" or "Language Arts" is some nebulous, indefinable substance which non-literary types cannot comprehend, is a luxury that we can no longer afford. They are on to us! We must learn to define what English is, what it is that we do, much more precisely than we ever have, and apply this redefinition to the problems of the modern school, or we will be relegated to the status of a "skill" area in which other people will define content for us. This is not an idle threat, as those who have an opportunity to observe government research funding trends, for example, can tell you. (The massive

ES '70 project, for example, is in the firm control of vocational educators, although it is described as involved in development of all disciplines.)

2. Redefining English, Language Arts, and Humanities. Much work has been done recently in defining English, and most people can now accept the definition of Language Arts as related to emphasis on processes (reading, writing, speaking, listening). It would seem that more needs to be done, first of all, to define Humanities (perhaps we need to consider more carefully the inclusion of Foreign Language and Social Studies), and curriculum specialists of the future will have to consider the relationships of these three definitions to each other, and their relative impacts on the activities which are undertaken to produce a given product - a student who can do certain kinds of things because he knows certain things and feels certain things.

3. Overcoming teacher resistance to change. There seems to be no magic answer to this one. My experience leads me to believe, however, that more teachers are ready for change than anyone dreams of, and that many, many more are merely waiting for more information in order to be convinced. Further, it seems that a series of parallel events seem to be conspiring to bring about change:

a. more and more administrators are becoming convinced of the need to do something; they are ready for suggestions;

b. more information is becoming available; more universities and public schools are developing people with the experience and information to plan programs;

c. more money is available than ever before to get school systems the kind of help they need in getting started;

d. exemplary systems are now in operation; it is possible, for the first time, for teachers to see individualization work;

Once again, we see the necessity and possibility emerging at the same time.

Some Principles

Of the hundreds of possibilities for discussion here, I am going to confine myself to the four which would seem to have most impact on the lives of Language Arts teachers of the 70's:

1. The Principle of Planned Involvement. Teachers must, and will be involved at every level of the decision-making processes, and will create instructional materials themselves. Continuous planning and continuous change for improvement is an integral part of this principle.

2. The Principle of Evolution of the Self-Concept of the Teacher, in which he sees himself as a professional environmental planner. Many of today's non-professional duties will be assumed by lower-paid employees, and he will trade the time involved for personal contact with students and planning the educational environment.

3. The Principle of the Teacher as Prime Evaluator of Instruction. Honest self-analysis and team peer-analysis of instruction will become accepted as a legitimate and important part of the teacher's job.

4. The Principle of Differentiated Tasks. The development of a workable educational hierarchy, with specific job descriptions and compensation for responsibility, will keep many outstanding educators in the classroom, clarify the in-service training role, aid in the development of workable teaming, and make quality control more possible through the fixing of responsibility.

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Now let us see if we can put all of this together to form a picture of the life of the teacher of the 70's. It might look something like this: (please excuse the succession of he's; I had to settle on one gender or the other)

He will be working as a member of a team

He will be working in a laboratory setting

He will be working under a flexible schedule, in which classes meet for varying amounts of time, not necessarily every day

He will spend more time in planning and less time in class

He will work in a more flexible facility (perhaps a new one, but more likely a reorganized old one)

He will spend much less time on paperwork not directly related to instruction

He will be paid more as his responsibilities increase

He will work under a different staffing arrangement; perhaps will even participate in staffing

He will be working with a vastly different classroom organization

He will be working with partly (at least) self-instructional materials

He will be working with a literature-centered curriculum most of the time

He will supervise largely independent study of programmed language materials, probably transformationally oriented

He will participate in the writing of most of his instructional materials

He will be concerned with performance criteria, and will test for what has been taught

He will not fail any students; rather he will recycle them through necessary reteaching activities and pace the student in terms of a rate commensurate with success

He will work with a new kind of supervisor whose sole function is to help him improve instruction and plan for improvement, and who knows how to do it

He will evaluate his own work systematically, as will his peers

He will participate in planned evaluations of the work of his entire team

He will participate in a planned, systematic in-service program during the school day as part of his job

He will work with local University people in planning new courses of study as new needs are developed

He will work in a vastly restructured school organization

He will participate (joyfully, it is hoped) in a bitter struggle to keep other interests from driving the Humanities from the schools

He will participate in a redefinition of subject-matter disciplines, and will probably help create new disciplines more closely related to needs and interests of children

He will enjoy teaching much more than most of us ever have!