

STATE-WIDE PROGRAMS FOR TEACHER-TRAINING IN ENGLISH

THIS study analyzes briefly existing state-wide programs for teacher-training in English. Of the fifty-four states and territories consulted, only Porto Rico sent no response to letters asking of state superintendents the following questions. "Does your state publish an English syllabus for the use of all the state-operated teacher-training institutions? If so, please tell me how I may obtain copies." Forty-one states have no uniform teacher-training curriculum, three are engaged in curriculum building, seven are special cases because of unusual conditions, and two states have complete curriculums for three-year normals.

Most of the special cases need not be discussed because they are not typical. Several have only one institution engaged in teacher-training and therefore have none of the problems of a state program involving several institutions. Michigan has a state teacher-training curriculum only for its county normals, Missouri only for teacher-training high schools. West Virginia has an elaborate list of courses for two-year and four-year teacher-training but no detailed curriculum, although paragraph descriptions are given of courses in the department of education.

Several curriculums are being made. Maine has finished two literature courses and is working on the technical English; Connecticut now has a two-year detailed curriculum but is changing to a three-year not yet completed. Pennsylvania, with a dying two-year and a flourishing four-year preparation for elementary and secondary teachers, has already spent some years in curriculum building, and the courses can soon be put into effect for experimental use.

There are two carefully built, recently completed curriculums from New York and New Jersey, both giving three years of

training for elementary teachers.¹ These are compared as to course offerings in the accompanying tabulations. Included with these is the Pennsylvania four-year curriculum because it is so nearly completed and because its core curriculum is comparable to these others.

The English offering in state-wide courses in teacher-training in New York, New Jersey, and Pennsylvania are as follows:

New York

(3-year preparation to teach in elementary schools)

Written Expression—2 semester hours

Oral Expression—2 semester hours

Literature I (World Literature by types)—
3 semester hours

Literature II (World Literature continued)
—3 semester hours

General Reading Methods—3 semester
hours

Children's Literature—3 semester hours

Library Science—1 semester hour

New Jersey

(3-year preparation to teach in elementary schools)

English Fundamentals: English 101—3 semester hours; English 102—3 semester hours

Speech 103—2 semester hours; Speech 104
—2 semester hours

Children's Literature—3 hours per week
for 10 weeks

Advanced Composition 306—3 semester
hours

American Literature—3 semester hours,
elective

¹Summary of state-wide programs for teacher-training in English:

Forty-one states have no state-wide teacher-training program.

Seven states are special cases, with unusual conditions.

Three states (Maine, Connecticut, Pennsylvania) are making curriculums.

Two states (New York and New Jersey) have complete curriculums for three-year normal schools.

Contemporary Literature 302—3 semester hours, elective

Pennsylvania

(4-year preparation to teach in elementary and secondary schools)

CORE CURRICULUM

Fundamentals and Composition: English I—3 semester hours; English II—3 semester hours

English Activities: Oral and Library Science—3 semester hours

Advanced Composition: English III—3 semester hours

Literature I—3 semester hours; Literature II—3 semester hours

REQUIRED FOR ELEMENTARY DEGREE

Teaching of Reading—3 semester hours
Children's Literature and Story-Telling—3 semester hours

Speech Problems—2 semester hours

REQUIRED FOR ENGLISH MAJORS

Philology, Grammar—3 semester hours
Contemporary Poetry—3 semester hours
Shakespeare—3 semester hours
Modern Novel—3 semester hours

PLUS 6 HOURS OF ELECTIVES:

Short Story—3 semester hours
Victorian Prose and Poetry—3 semester hours
Foreign Classics—3 semester hours
Pre-Shakespearean Literature—3 semester hours

Only the basic courses in oral and written English have been analyzed in detail, since these are almost the only constants in the whole curriculum study.

In all three states, both oral and written composition show some professional attitude in statement of aims and in some suggested activities. In several objectives occur attempts to influence the educational philosophy of teachers toward modern educational attitudes. Only New York state has any definite statement of entrance requirements in oral and written English. In marked contrast to New York and Pennsyl-

vania, New Jersey has in the first year little training in English for the improvement of the students' skills and abilities, and much training in problems of English in the elementary schools. New York has the most definite statement as to co-operation with other courses and maintenance of skills. Pennsylvania has the most definite statements as to minimum essentials, and the first-year courses have more provisions for enrichment than the other two.

These are tentative conclusions: (1) The construction of state-wide courses is recent. Pennsylvania in 1926 made a start with an ambitious list of courses with paragraph descriptions; West Virginia's outline of courses appeared in 1928; New York's curriculum is dated 1929, Experimental Edition; New Jersey's is July, 1930; Maine's partial curriculum is 1931. Wisconsin is attempting some organization under Mr. Doudna. (2) There are attempts at professionalization in courses other than methods. (3) Contemporary as well as earlier literature is being taught. (4) With the increasing years required for teacher-training, the courses given offer broad opportunities for culture. (5) Composition courses reflect the best practices current in English teaching. (6) There seems to be, in the East, a growing tendency to construct state-wide programs for the training of teachers.

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WATCHFUL WAITING

Teacher: "Johnny give a definition of 'home',."

Johnny: "Home is where part of the family wait until the others are through with the car."

PURSUED FOREVER

Father: "So your son is pursuing his studies at college, is he?"

Another: "I guess so. He's always behind."