

AN ANALYTICAL STUDY OF THE ARTICLES PERTAINING
TO THE TEACHING OF LITERATURE PUBLISHED IN
THE ENGLISH JOURNAL FOR THE YEARS,
1959-1968

A Dissertation
Presented to
the Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Jefferson Dixon Caskey

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Jefferson D. Caskey: "An Analytical Study of the Articles Pertaining to the Teaching of Literature Published in the English Journal for the Years, 1959-1968." Unpublished doctoral dissertation, University of Houston, Houston, Texas,

The purpose of this study was to analyze the articles on the teaching of high school literature that were published in the English Journal for the years 1959-1968. The analysis explored (1) the amount of writing published during this period by representatives of English teachers at three levels: high school English teachers, English professors, and education professors; (2) the interest in media used in the teaching of literature manifested by the number of articles written by writers in these three areas of teaching; (3) the number of articles on literary criticism written about pre-twentieth century literature and the number of articles about twentieth century literature by the writers in these three levels of the profession of English teaching; and (4) the number of articles on curriculum problems pertaining to the teaching of high school literature.

The study answered the following questions:

1. Is there any difference in the total number of articles written by members of three professional groups: high school English teachers, English professors, and education professors?
2. Is there an increase in the number of articles dealing with the use of media in the teaching of literature?
3. Is there a greater emphasis placed on the study and teaching of twentieth century literature as compared to the pre-twentieth century literature by English professors, education

professors, and high school English teachers?

4. Is there an increase in the number of articles dealing with curriculum problems such as: the disadvantaged, honors students, slow learners, and potential dropouts?

The analysis of data resulted in the following findings:

(1) The writers in all of the professional categories considered had more articles published in the English Journal during the second period of this study. The percent of articles written by high school English teachers increased from 44 percent to 62 percent while the percent of articles written by English professors decreased from 45 percent to 28 percent in the 1964-1968 period. The percent of articles for the education professors decreased from 11 to 10. The education professors increased in the number of articles written but not enough to increase their percent of articles published during the second period. Both high school English teachers and English professors did more writing on the teaching of literature than did the education professors.

(2) There was an increase in the number and percent of writers on media during the second period of the study.

(3) The high school English teachers wrote more articles of literary criticism on both pre-twentieth century literature and on twentieth century literature than were written by either the English professors or the education professors. The publications of the English professors continued to rank a close second to those of the high school teachers in both of the divisions into which the criticism was divided. The high school English teachers wrote 50 percent of the criticism on twentieth century literature; and the English

professors wrote 42 percent of the total for the earlier literature and 43 percent for the modern or twentieth century literature. Published articles on criticism by education professors were at a minimum for all literary criticism, but there was an increase in published articles of criticism on twentieth century literature.

(4) The data revealed that there was an increase in the percentage of articles during the second five-year period in team teaching and in the humanities. Also, in comparing the percentages of the two periods on teaching the disadvantaged there was a difference which indicated that more articles were published during the second period, showing a 9 percent increase. The following differences were noted in other areas of the study: for honors courses there was a decrease of 3 percent in the number of articles published during the second period, in course planning there was a decrease from 46 percent to 15 percent, and in college-high school rapport, non-graded, and Bible and religion the percentage of increase during the second period was negligible. In responding to Question 4, the answer would be: There is an increased difference in the number of English Journal articles published between the two periods, 1959-1963 and 1964-1968, and which dealt with curriculum problems.

On the basis of these findings, Question 1 was answered negatively. Questions 2, 3, and 4 were answered positively.

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Chapter 1

THE PROBLEM

The impact of the writing that appears in periodical literature is a significant one for the person concerned with research on almost any subject. Louis Shores, dean emeritus of the Library School at Florida State University, emphasized the importance of serial publications in his book, Basic Reference Sources, by stating that they offer more up-to-date information than books, that they contain the major source materials for research, and that even the more popularly written serials such as newspapers and news magazines come forth with accounts of important research long before books on the subject are written.¹

In the field of teaching high school literature significant changes have been realized. No longer can the teacher of high school literature teach in response to the one challenge of college preparation which prevailed well into the twentieth century, according to Meckel. While the challenge of preparing students for college entrance remains one of vital importance, other needs, such as the enrichment of the lives of students and awareness of their needs as individuals must be met if the teacher is to be effective. These challenges are presented by demands for honors courses, needs of the

¹Louis Shores, Basic Reference Sources (Chicago: American Library Association, 1954), pp. 160-61.

potential dropouts, slow learners, and the disadvantaged.²

STATEMENT OF THE PROBLEM

The English Journal, recognized as one of the official publications of the National Council of Teachers of English, has a wide appeal to those who are concerned with the teaching of English in the high schools in the United States as can be evidenced at least in part by its 162,000 subscribers in 1968.³

The purpose of this problem was to make an analytical study of the articles published in the English Journal during the period 1959-1968 that pertain to the study and teaching of literature. The following questions were used as guidelines:

1. Is there any difference in the total number of articles written by members of three professional groups: high school English teachers, English professors, and education professors?

2. Is there an increase in the number of articles dealing with the use of media in the teaching of literature?

3. Is there a greater emphasis placed on the study and teaching of twentieth century literature as compared to the pre-twentieth century literature by English professors, education professors, and high school English teachers?

4. Is there an increase in the number of articles dealing

²Henry C. Meckel, "Research on Teaching Composition and Literature," Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally & Co., 1963), pp. 990-992.

³N. W. Ayer & Son's Directory of Newspapers and Periodicals (Philadelphia: Ayer, 1968), p. 260.

with curriculum problems such as: the disadvantaged, honors students, slow learners, and potential dropouts?

THE NEED FOR THE STUDY

An examination of the professional literature indicated that among high school English teachers, education professors, and English professors there is no complete agreement as to what constitutes an effective program for teaching high school literature.

In reviewing the history of teaching literature in the high schools in the United States, Henry C. Meckel wrote that the college and university English departments have tended to be aloof to the teaching of high school literature and cited earlier publications which reveal that the content of high school literature courses have been structured primarily for preparing students to enter college.⁴

Other criticism pointing to the need for a study of this nature was voiced by George H. Henry who asserted that the high school English teachers are not succeeding in their goal to teach literature because college English professors have not been concerned with the sociology of English. That is, teachers of college literature teach courses that do not relate to the needs and interests of high school students. As a result, the typical English major goes into teaching unprepared to meet the demands of high school students, producing more students for college who will not have adequate literary backgrounds.⁵

⁴Meckel, op. cit., p. 992.

⁵George H. Henry, "English, the Life of English, and Life," English Journal, LII (February, 1963), 81-85.

More than ever, there is a need for the forces represented in high school English teachers, English professors, and education professors to unite to give a meaningful literature program that will reach all students, from those who are preparing to go to college to those who, either because of disadvantages or lack of interest, will terminate formal learning when they leave high school.⁶

In order to improve the teaching of high school literature, research must be promoted and carried on in all phases of the English curriculum by high school teachers, education professors, and English professors; and in order to do this, potential researchers in these professional positions will need to know both the subject areas in which writing has been done and who did the writing.

According to recommendations made by Meckel there is a need to conduct research that would investigate the effective uses of audio-visual aids in teaching and how these aids can be used in teaching students with different abilities. What uses are being made of recorded literature to teach literary and artistic values? How is recorded literature being used to help students with reading deficiencies to comprehend the more difficult literature?⁷

Other areas of needed research on the teaching of high school literature, according to Squire and Applebee, are: (1) investigations into literature programs, both from the point of approach and selections used, for the terminal students; (2) and investigations for an

⁶Meckel, loc. cit.

⁷Meckel, op. cit., pp. 999-1001.

effective balance in teaching contemporary and earlier literature.⁸

The present study was designed to give the potential researcher in the study and teaching of high school literature answers to the following questions related to English Journal articles published between 1959-1968:

1. Is there any difference in the total number of articles written by members of three professional groups: high school English teachers, English professors, and education professors?

2. Is there an increase in the number of articles dealing with the use of media in the teaching of literature?

3. Is there a greater emphasis placed on the study and teaching of twentieth century literature as compared to the pre-twentieth century literature by English professors, education professors, and high school English teachers?

4. Is there an increase in the number of articles dealing with curriculum problems such as: the disadvantaged, honors students, slow learners, and potential dropouts?

LIMITATIONS

1. The study was limited to articles on the study and teaching of high school literature that were published in the English Journal during the years 1959-1968. This included articles of literary criticism, articles on curriculum problems, and articles on the uses of teaching media in the teaching of literature.

2. Only the major signed articles in the English Journal were

⁸James R. Squire and Roger K. Applebee, High School Instruction Today (New York: Appleton-Century-Crofts, 1968), pp. 251-252.

included. It did not include shorter unsigned articles in the special sections which are published regularly under special headings such as "Shop Talk," "This World of English," "The Public Arts," and "Riposte." All addresses by officials of the National Council of Teachers of English were excluded because they had been analyzed in an earlier study and because of their general, overall views concerning the entire program of high school English.⁹

3. All categories of professions were tabulated on appropriate tables. However, analyses were made of writers in these categories only: high school English teachers, English professors, and education professors. The categories included 85 percent of the writers.

4. Editorial policy concerning the acceptance of articles for publication was not investigated, and only those articles published in the English Journal during the years 1959-1968 were considered for this study.

DEFINITION OF TERMS

Author. One whose profession is writing. In this study, authors in residence were categorized by this term.

Department Head. A teaching administrator. Interpreted in this study as a teacher or professor.

High School. A division of school following the elementary

⁹Dorothy E. Moulton, "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based upon an Analysis of Selected Professional Publications, 1911-1965," Dissertation Abstracts, 20:1692-93, November, 1959.

grades. In this study this term was used to include grades 7 - 12.

Junior High School. A school that enrolls pupils in grades seven, eight, and nine. In this study "junior high school" is interpreted as "high school."

Junior Novel. A novel form written with themes of special interest to the adolescent.

Literary Criticism. Critical writing aimed at interpreting and evaluating a work of literature.

Literature. The written or printed productions of a country or period, but more especially that written or printed matter which has high quality and style.

Professional Literature. A body of printed or written matter, whether of quality or not, such as the literature of education.

Researcher. One engaged in patient, systematic study and investigation in some field of knowledge. In this dissertation, it is used to refer to the writer of the dissertation.

Serial. In this study serials were interpreted to include publications that are issued at regular intervals under a specific title. In this study "serial" and "periodical" were used interchangeably and include magazines, newspapers, and journals.

Special Personnel. Educators other than classroom teachers concerned with the teaching of high school literature. This term was interpreted to include administrators, supervisors, counselors, and librarians.

Writers. The authors of the articles analyzed in this dissertation were interpreted as "writers."

ORGANIZATION OF THE STUDY

This study has been organized to include five chapters. In Chapter 1 the problem is stated along with the hypotheses tested, limitations, and definition of terms. A review of the related literature is presented in Chapter 2. Chapter 3 gives the methods and procedures used. Chapter 4 contains an analysis of the data, and Chapter 5 gives a summary of the study along with conclusions and recommendations for further research.

Chapter 2

REVIEW OF RELATED RESEARCH

SOURCES INVESTIGATED

In order to be aware of any professional literature that is related to the analysis of articles on the study and teaching of high school literature, the following reference sources were investigated: for periodical literature, the Education Index, the Reader's Guide to Periodical Literature, and Current Index to Journals in Education; for dissertations, Dissertation Abstracts and Phi Delta Kappa's Research Studies in Education, 1953-1958; and for research sponsored by the Bureau of Research, the United States Office of Education, and research materials collected by the Educational Resources Information Center (ERIC) clearinghouses, Research in Education and the Monthly Catalog of United States Publications. Also a search was made for related research in the Review of Educational Research, AV Communication Review, the Journal of Educational Research, the Journal of Experimental Education, Elementary English, the English Journal, and College English. Both the third and fourth editions of Encyclopedia of Educational Research and N. L. Gage's Handbook of Research on Teaching were checked for possible related material on the present study.

RELATED TOPICS COVERED IN OTHER PUBLICATIONS

The search for related literature located few researches

related to the present study. There are innumerable articles dealing with the study and teaching of literature. However, only a few research studies have analyzed publications and/or articles pertaining to the study and teaching of literature to determine the nature of their content. Only that previous research which analyzed publications and/or articles actually relates to the present study.

In 1958 Anna Lee Stensland wrote a dissertation at the University of Wisconsin entitled "Current Issues in the Teaching of Poetry in Secondary Schools." Stensland analyzed journal articles pertaining to the teaching of poetry as well as those pertaining to the criticism of poetry along with books, theses, courses of study, and high school textbooks. One of Stensland's findings which is relevant to the present study is that the high school literature textbooks of the fifties, the period of her study, included more twentieth century poetry than the ones used before that period. The other Stensland finding of relevance here is that she revealed from her study that phonograph recordings were included among the chief methods of teaching poetry.¹

Another dissertation which analyzed publications pertaining to the study and teaching of literature was completed by Dorothy Moulton in 1959 at the University of Michigan and entitled "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based Upon an Analysis of Selected Professional Publications, 1911-1955." In this dissertation Moulton classified

¹Anna Lee Stensland, "Current Issues in the Teaching of Poetry in Secondary Schools," Dissertation Abstracts, 19:1683, January, 1959.

treatments of the subject into two categories: (a) as a humanistic discipline and (b) as training for citizenship. Her recommendations strongly favored the second point of view.²

Using such publications as monographs published by the National Council of Teachers of English, editorials, addresses, reports from the English Journal and 21 other professional publications, and research studies by national professional organizations, Moulton revealed that conservative practices, such as teaching literature from the old humanistic view, have gradually decreased. Reports from the English Journal advocating the old humanistic approach decreased from 24 during the five-year period of 1925-1929 to two during the period 1935-1939, while reports advocating progressive practices to include modern literature with the older literature increased from four during the former period to 20 during the latter period. For the years 1925-1955 Moulton located 34 articles on the teaching of high school literature in 21 of the other professional periodicals. Of these articles, 25 were examples of progressive methods, eight represented a compromise, and one a conservative view.³

Of some relevance here, although not concerned with the analysis of publications on the study and teaching of literature, is the research reported by Squire and Applebee for the National Study of High School English Programs in the publication, High School English Instruction Today. This survey of 158 high schools reported

²Dorothy E. Moulton, "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based Upon an Analysis of Selected Professional Publications, 1911-1955," Dissertation Abstracts, 20:1692-93.

³Ibid.

that student consensus was that more twentieth century literature should be taught. According to the survey, much of the literature that is taught in the college preparatory programs observed lacks significance for the students. Even the Shakespearean plays considered most significant by these students were not required reading.⁴ Another finding in the Squire and Applebee report that is relevant to the present study revealed that only seven classes in the schools observed reported the use of phonograph records in the study and teaching of literature.⁵

In 1965 at Indiana University Edel Ann Winje Berberi wrote her doctoral dissertation on the topic "A Descriptive Analysis of Anthologies for the Tenth Grade as the Texts Are Related to the Objectives for the Study of Literature as Expressed by National Professional Groups." For her analysis Berberi used two sources: nine tenth grade literature textbooks, three representing the period 1935-1941, three for 1952-1958, and three for the years 1960-1964; and publications of the National Council of Teachers of English, the National Society for the Study of Education, the National Association of Secondary-School Principals, the College Entrance Examination Board, and the Modern Language Association.⁶

⁴James R. Squire and Roger K. Applebee, High School Instruction Today (New York: Appleton-Century-Crofts, 1968), pp. 101-102.

⁵Ibid., p. 112.

⁶Edel Ann Winje Berberi, "A Descriptive Analysis of Anthologies for the Tenth Grade as the Texts Are Related to the Objectives for the Study of Literature as Expressed by National Professional Groups," Dissertation Abstracts, 26:5120, March, 1966.

Berberi's findings revealed that the Modern Language Association and the College Entrance Examination Board have held consistently to the traditional philosophy of teaching literature; that the National Education Association supported the traditional philosophy from 1895 to 1930 but reversed its philosophy to include the modern with the traditional in the period from 1931 to the present; that the National Association of Secondary School Principals from 1927 expressed a modern philosophy but began adding modern views in 1955; that the National Society for the Study of Education held traditional views during the first decade of the twentieth century, followed by modern views in the twenties and thirties, then from the forties to the present combined the traditional with the modern; and that the National Council of Teachers of English supported a traditional philosophy from 1912 to 1927, expressed modern views from 1928 to 1939, from 1940 to 1960 gave equal attention to modern and traditional views, and in the sixties returned to stressing the traditional views.⁷

The relationship between the content of the textbooks and the philosophies of the professional organizations whose publications were analyzed by Berberi are as follows: the 1938 textbooks included in the first group parallel the philosophy expressed by a minority of the professional groups; the textbooks for 1955 and 1961 included in the last group followed a philosophy similar to that expressed by the majority of the professional organizations; and the textbooks of the sixties reflected the philosophy of the majority of the professional groups whose publications were analyzed indicate a return to the traditional

⁷Ibid.

view.

Berberi's dissertation, completed in 1965 and the most recent of the dissertations cited in this study, is at variance with the other related literature concerning the relevance of modern literature.⁸ The Stensland study, completed in 1958, revealed that more modern literature was in demand by both students and teachers and that textbooks were including more modern poetry;⁹ in the Moulton study, completed in 1959, the findings indicated that the conservative, humanistic view of teaching literature had gradually given way to including modern literature with earlier literature,¹⁰ and the study reported by Squire and Applebee revealed that there was a demand from students and teachers for more twentieth century literature.¹¹

Of the studies cited here the Stensland dissertation revealed from her study of publications that the use of phonograph recordings was included among the chief methods of teachings,¹² and the Squire and Applebee survey reported that of the high schools surveyed only seven classes reported that phonograph records were used in the teaching of literature.¹³

The sources investigated for related literature gave few references to research concerned with the analysis of articles and

⁸Ibid.

⁹Stensland, op. cit.

¹⁰Moulton, op. cit.

¹¹Squire and Applebee, op. cit.

¹²Stensland, op. cit.

¹³Squire and Applebee, op. cit.

other publications pertaining to the study and teaching of literature. Much research is available on the study and teaching of literature, curriculum problems, media, and literary criticism relevant to teaching literature in the high school. However, very little previous research has sought to analyze publications related to such topics. An effort was made to eliminate all research that did not pertain to the subject of the present study. This was done in response to the criticism of C. M. Lindvall, who wrote:

No real attempt is made to show the exact relationship between the reviewed research and the project of the candidate.¹⁴

The results of the present study will be related to previous research in order that the reader will see how the various studies are inter-related. This will be reported in Chapter 5 in the findings for each phase of the study.

¹⁴C. M. Lindvall, "The Review of Related Research," Phi Delta Kappan, XL(January, 1959), pp. 179-180.

Chapter 3

METHODS AND PROCEDURES

SOURCES OF DATA

The data used in this study was drawn from articles published in the English Journal during the years 1959-1968. The analysis of these articles took two forms. First, biographical data published with the articles furnished information needed to ascertain the positions of the writers. For some articles biographical data did not appear. In these cases Who's Who in American Education, Directory of American Scholars, and Leaders in American Education were consulted to determine the positions of the writer. For those articles which provided biographical information, the position was determined by the one held by the writer at the time the article was published. When biographical data indicated that the writer taught in two fields, such as English education, the writer was classified by referring to his listing in biographical sources and college catalogues from the institution in which he was teaching at the time the article was published. All writers from junior colleges were included in appropriate English professor and education professor categories. Academic ranks of college professors were not considered.

All junior high school teachers, high school teachers, and private school teachers were classified as high school teachers. When

there was a question as to whether or not the school was private, Private Schools and the United States Office of Education Education Directory were consulted. Department heads were classified as teachers.

Only articles by individuals involved in classroom teaching were used in the analysis. Articles by administrators, librarians, reading specialists, audio-visual specialists, graduate students, and professional authors were omitted in the analysis, but their contributions were noted in Table 1. The frequencies of contribution by English professors, education professors, and high school English teachers were used for analysis. Analyses were made only from the total number of articles contributed by these three professional categories. This procedure provided the data for the first form of analysis of the published articles.

A second form of analysis dealt with the subject matter of the articles. The articles were read and abstracted by the researcher, appropriate subject headings were assigned, and tabulations were made. Tabulations were made for each of the following subject matter headings: media, literary criticism, and curriculum problems. If an article dealt with more than one subject, it was classified under both subject headings.

TREATMENT OF DATA

The basic method underlying this study is the normative survey.

The writers of the articles written on the study and teaching of literature in high school over the ten-year period of 1959-1968 were classified under the following headings: (1) Positions Held by

the writers: An Overview, (2) Writings on Media, (3) Writers of Literary Criticism, and (4) Writings on Curriculum Problems.

The first three of these groups were broken down into three sub-groups (1) High School English Teachers, (2) English Professors, and (3) Education Professors. The writers were classified and placed into one of these professional groups, using the criterion of their professional employment at the time their articles were published. These sub-groupings were then analyzed and compared in terms of the frequency of response, and the percentage of each group making the response was compared with the total number in the major group.

For the fourth group, which was used in answering Question 4: Is there an increase in the number of articles dealing with curriculum problems such as: the disadvantaged, honors students, slow learners, and potential dropouts? all articles which pertained to these curriculum problems were considered without regard to the professional classifications of their writers. Analysis of this data was made by dividing it into two five-year periods, 1959-1962 and 1963-1968 and comparing the output of articles during the first five-year period of the study with the second five-year period in order to determine whether or not there was an increased trend in these subjects.

Chapter 4

ANALYSIS OF THE DATA

POSITIONS HELD BY THE WRITERS: AN OVERVIEW

During the ten-year period of this study, 591 articles were published on the teaching of literature in the English Journal. Of this number 502 articles, or 85 percent of the total number of articles written, were written by high school teachers, English professors, and education professors; and 89, or 15 percent, were written by administrators, specialists, and others such as authors and graduate students. These data are presented in Table 1 in order to give a detailed overview of the different positions held by all writers represented. However, analyses were made only of the 502 articles written by high school English teachers, English professors, and education professors.

The data presented in Table 1 reveals that there was an increase in the number of writers on the teaching of literature in the high school during this ten-year period, with the largest number of writers contributing during the last four years of the second five-year period. During this 1964-68 period, the high school English teachers increased annually, with 21 for 1964 and 58 for 1968. During this second five-year span the English professors increased in representation from 11 in 1964 to 23 in 1968; and the education professors were best represented during this period in 1965 with 13 contributors.

Table 1

Positions Held by Writers of Articles on Literature Published
in the English Journal, 1959-68

Positions	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	Total
High School											
Jr. High	1			1			2	3	3	4	14
Sr. High	8	9		8	12	14	28	33	37	32	181
Private	1				3	4	5	2	2	12	29
Dept. Heads											
Jr. High								1		1	2
Sr. High	2	2	2	5	6	3	8	3	12	9	52
Private			1		1		2	2	1		7
College											
Education	1	4	2	2	6	6	13	4	7	7	52
English	13	11	12	12	16	11	21	21	25	23	165
Administrators											
Principals	1			1				1	1		4
Supervisors	1	4		2	1	4	10	4	8	4	38
Headmasters	1		1								2
Specialists											
Librarians						1	2	1	1	2	7
Reading		2	1							1	4
Audiovisual										2	2
Other											
Authors		1			1				1	2	5
Grad.Stud.(Eng.)							1	1			2
Grad.Stud.(Ed.)									1		1
Grad.Stud.(Theatre)								1		1	2
Miscellaneous		2		3	2	3	1	4	4	3	12
Total	29	35	19	34	48	46	93	81	103	103	591

Also to be noted in Table 1 is that English professors wrote more than the high school English teachers in 1959 and 1961, but beginning with 1962 the high school English teachers took the lead and by 1968 increased to almost three times as many as the English professors for that year. The education professors were best represented in 1965. In the three professional categories there was an increase in the total number of articles published by 285 English teachers, 165 English professors, and 52 education professors.

Table 2 presents the percentage of articles for each of the professional categories analysed. For each category the number of articles increased. During the 1959-63 period the English professors wrote 64 articles, or 44 percent of the total, but during the 1964-68 period the high school English teachers wrote 223, or 62 percent, of the total. For the education professors there was an increase in the number from 15 percent of the articles for the 1959-63 period to 37 percent of the articles for the 1964-68 period. However, the total number of articles increased from 141 during the 1959-63 period to 361 for the period 1964-68; therefore the percent of writing done by the education professors decreased from 11 percent during the first period to 10 percent during the second period. There was an increase in the number of articles published although the number of articles in professional categories changed during the second period of the study.

Table 2

Number and Percentage of Analyzed Articles in the
English Journal Written by High School English
 Teachers, English Professors, and
 Education Professors

Positions	Number of Articles Published 1959-63	Percent of Articles Published 1959-63	Number of Articles Published 1964-68	Percent of Articles Published 1964-68	Increase or Decrease in Number of Articles Published
H. S. Eng.	62	44	223	62	+161
Eng. Prof.	64	45	101	28	+36
Ed. Prof.	15	11	37	10	+22
Total	141	100	361	100	219

In summary, analysis of the data for this phase of the study revealed that in all three of the professional categories considered, the number of articles increased from a lower level in 1959-63 to the high level in 1964-68. The percent of articles written by high school English teachers increased from 44 percent to 62 percent. The percent of articles written by English professors decreased from 45 percent in the 1959-63 period to 28 percent in the 1964-68 period. The education professors increased the number written by not enough to increase the percent of articles published during the second period. The percentage of articles written by education professors decreased from 11 percent to 10 percent. The study revealed that both the high school English teachers and the English professors did

more of the writing on the teaching of literature that was published in the English Journal during this period than did the education professors.

WRITINGS ON MEDIA

The study revealed 65 articles on the uses of media in the teaching of high school literature. Of these articles, 51, or 78 percent, were written by personnel involved in formal teaching: high school English teachers, English professors, and education professors. The remaining 14, or 22 percent, were written by personnel in such positions as librarians, publishers, and supervisors. The representation of all positions are included in Table 3.

For analysis of the writing done by the high school English teachers, the English professors, and the education professors, frequency of occurrence and percentage of response were used.

As revealed in Table 3, articles in the English Journal during the ten-year period covered the subject of media more frequently in the second period. Of the three professional categories that were analyzed, the high school English teachers wrote 35 articles with the largest number appearing in 1967; the English professors contributed a total of nine articles but only for the years 1961 and 1965-68; and the education professors wrote a total of seven articles during the years 1959, 1961, 1965, and 1967.

In considering the number of articles written by representatives of the three professional categories, the percentage of articles was presented in Table 4 in order to give both the number and percent of writing done from 1959-63 and from 1964-68 by each of the categories.

Table 3

Number of Articles on Media Used in the Teaching of Literature
Published in the English Journal, 1959-1968

Positions	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	Total
H. S. Eng.	3	4	2	4	2	2	3	2	8	5	35
Eng. Profs.			2		1		3	1	1	1	9
Ed. Profs.	1		2			1	2		1		7
Supervisors	1	2					1	1	1	1	7
H. S. Hist.				1							1
Publishers					2				1	1	4
Radio & TV Profs.										1	1
Librarians						1					1
Total	7	6	6	5	5	4	9	4	12	9	65

Table 4

Number and Percentage of Analyzed Articles Published on
Media in the English Journal 1959-68 and Written
by High School English Teachers, English
Professors, and Education Professors

Positions	Number of Articles Published 1959-63	Percent of Articles Published 1959-63	Number of Articles Published 1964-68	Percent of Articles Published 1964-68	Increase or Decrease in Number of Articles Published
H. S. English	15	72	20	67	+5
Eng. Prof.	3	14	6	20	+3
Ed. Prof.	3	14	4	13	+1
Total	21	100	30	100	+9

During this time the high school English teachers wrote the majority of the articles for each of the five-year periods, but during the second period, because more articles were published on media, the percentage for the high school teachers fell from 72 percent down to 67 percent of the number of articles published. There was an increase for the English professors both in number and percent published, and for the education professors there was an increase of one percent in the number of articles. For an overall comparison of the two periods, there was an increase in the number of writers on media during the second five years of the study.

The findings here indicate that the number of writers increased during the second period of the study. However, these increases were

slight. The analysis here is not in accord with the findings in the Squire and Applebee study published in 1968 which reported that only seven classes in the 158 schools surveyed used phonograph recordings in the teaching of literature,¹ but they do concur with the findings in Stensland's dissertation which was completed in 1958 and which reported that phonograph records were used as one of the chief methods of teaching poetry in the fifties.²

WRITERS OF LITERARY CRITICISM

From the data tabulated it was revealed that 217 of the writers who had articles published during the period of 1959-68 wrote articles of literary criticism that can be used in teaching or interpreting specific works of literature. Table 5 gives the amount of writing done in each of the professional teaching categories represented in the study.

Table 5

Articles of Literary Criticism Published in the English Journal
1959-68 and Written by High School English Teachers,
English Professors, and Education Professors

Positions	To 1900	Percent	Twentieth Century	Percent	Increase or Decrease
H. S. Eng.	44	50	67	52	+23
Eng. Prof.	37	42	55	43	+18
Ed. Prof.	4	4	1	1	-3
Others	3	4	6	4	+3
Total	88	100	129	100	41

¹James R. Squire and Roger K. Applebee, High School Instruction Today (New York: Appleton-Century-Crofts, 1968), pp. 101-102.

²Anna Lee Stensland, "Current Issues in the Teaching of Poetry in Secondary Schools," Dissertation Abstracts, 19:1683, January, 1959.

For analysis these data were converted into the percent of articles published by representatives of the three professional categories in the study presented in Table 6 in subdivisions in order to indicate the amount of criticism that was published during this period on the genres to 1900 and the amount published on twentieth century genres.

In response to Question 3, Is there a greater emphasis placed on the study and teaching of twentieth century literature as compared to the pre-twentieth century literature by English professors, education professors, and high school English teachers? the findings revealed the following:

In comparing the writings of the English professors and the education professors in the areas of prose to 1900 and twentieth century prose, it was revealed that the education professors wrote more on nineteenth century prose and that the English professors wrote more on twentieth century prose.

Also to be noted is that in the comparison of the amount of writing on drama to 1900 and on twentieth century drama by English professors and education professors, it was revealed that the English professors wrote more on pre-twentieth century drama and the education professors wrote more on twentieth century drama.

In the area of criticism on poetry the writings by high school English teachers revealed that the high school English teachers wrote more on twentieth century poetry while the English professors wrote more on poetry of earlier periods.

The writing published on dramatic criticism by high school English teachers and education professors revealed that in the areas

Table 6

Percent of Articles of Literary Criticism Published in the English Journal 1959-68
and Written by High School English Teachers, College English Professors,
Education Professors, and Others

Positions	To 1900			Twentieth Century		
	Poetry	Prose	Drama	Poetry	Prose	Drama
H. S. Eng.	38	56	46	60	47	60
Eng. Prof.	55	36	42	30	46	30
Ed. Prof.	0	4	8	4	0	0
Other	7	4	4	6	7	10
Total	100	100	100	100	100	100

of drama the high school English teachers wrote more on twentieth century drama and the education professors wrote more on nineteenth century drama.

From the findings here it was revealed that the education professors wrote little on specific works of literature either before or after 1900. In the comparative analysis of the high school English teachers and the education professors no sizable difference in any category was found in the literature up to 1900; and in comparing their output on twentieth century literature, there was a difference favoring the high school English teachers.

In summary, the high school English teachers wrote more articles of literary criticism on both pre-twentieth century literature and on twentieth century literature than were written by either the English professors or the education professors. The publications of the English professors continued to rank a close second to those of the high school English teachers in both of the divisions into which the criticism was divided. As noted in Table 6 the high school English teachers wrote 50 percent of the criticism on literature to 1900 and 52 percent of the criticism on twentieth century literature; and the English professors wrote 42 percent of the total for the earlier literature and 43 percent for the modern, or twentieth century literature. Published articles on criticism by education professors were at a minimum for all literary criticism, but there was an increase in published articles of criticism on twentieth century literature.

The finding in the present study revealing that more of the articles on twentieth century literature were written by high school English teachers than by either education professors or English

professors agrees with the Squire and Applebee study reporting research conducted in the sixties. The latter study states that both students and teachers emphasized the need for more modern literature.³ The present research also agrees with Stensland's dissertation which reported that more modern poetry was included in the literature textbooks of the fifties included in her survey than was found in earlier texts.⁴ The present findings further agree with Moulton's dissertation which reported that according to the publications which she analyzed the conservative philosophy adhering to the older, humanistic literature had gradually changed to include modern literature with older literature.⁵ However, all of these studies disagree with the finding of the Berberi dissertation which states that the publications of the professional publications of the sixties used for her analysis advocate a return to the older, traditional literature.⁶

WRITINGS ON CURRICULUM PROBLEMS

All articles which pertained to such curriculum problems as the teaching of literature to the disadvantaged, honors programs, humanities programs, team teaching, professional development for the

³Squire and Applebee, loc. cit.

⁴Stensland, loc. cit.

⁵Dorothy E. Moulton, "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based upon an Analysis of Selected Professional Publications, 1911-1965," Dissertation Abstracts, 20:1692-93, November, 1959.

⁶Edel Ann Winje Berberi, "A Descriptive Analysis of Anthologies for the Tenth Grade as the Texts Are Related to the Objectives for the Study of Literature as Expressed by National Professional Groups," Dissertation Abstracts, 26:5120, March, 1966.

teacher of literature in the high school course planning, college-high school rapport in the teaching of literature, non-graded literature teaching, and the place of the Bible and religion in the teaching of literature were included in this phase of the study. All articles pertaining to criticism and media were tabulated again when they also related to one of the areas listed above.

In order to analyze the data which would enable the researcher to determine whether or not there was an increased trend in writing on these subjects, the data were divided into two five-year periods, 1959-1962 and 1963-1968, and presented in Table 7 below.

Table 7

A Comparison of the Number and Percent of Articles on Curriculum Problems Published in the English Journal during the Periods 1959-1963 and 1964-1968

Curriculum Problem	1959-1963		1964-1968	
	Number of Articles Published	Percent of Articles Published	Number of Articles Published	Percent of Articles Published
Disadvantaged	9	17	25	26
Honors	1	2	9	9
Humanities	3	6	18	18
Team Teaching	2	4	5	5
Professional Development	10	19	16	16
Course Planning	24	46	15	15
College-High School Rapport	3	6	5	5
Non-graded	0	0	3	3
Bible & Religion	0	0	3	3
Total	52	0	99	100

The results of this analysis revealed the following in response

to Question 4, Is there an increase in the number of articles dealing with curriculum problems such as: the disadvantaged, honors students, slow learners, and potential dropouts? For the disadvantaged, there was an increase in the number of articles published during the second period of the study. In course planning the percent of articles decreased from 46 percent during the first period to 15 percent during the second period. There was also an increase in the percentage of articles pertaining to the teaching of the humanities in high school. For the non-graded and for Bible and religion the percentage of increase was from zero percent during the first period to 3 percent during the second period.

In summary, the response to Question 4 is that there was an increase in the number of articles published on the disadvantaged and on teaching the humanities. There was no percentage of increase in the other categories of the study. However, in comparing the overall totals for the two five-year periods, there was a trend which indicates an increase in the number of articles published: 52 for the years 1959-62 and 99 for 1964-68.

SUMMARY

Of the 502 articles considered in this study 57 percent were written by high school English teachers, 33 percent by English professors, and 10 percent by education professors. In considering articles on media, 69 percent were written by high school English teachers, 18 percent by English professors, and 14 percent by education professors. Of these articles on media, 41 percent of the total were published in 1959-63 and 59 percent were published during the second

period. In the area of criticism, 53 percent of the articles were by high school English teachers, 44 percent by English professors, and two percent by education professors; in all genres the high school English teachers wrote the most articles but they wrote more on twentieth century literature; and in comparing the published criticism for the ten-year period, 41 percent of the articles were on pre-twentieth century literature and 59 percent were on twentieth century literature. In the fourth area, curriculum problems, the writers increased from 34 percent for the period of 1959-63 to 65 percent for the 1964-68 period.

In summary, the analysis of the articles on the teaching of literature in high school published in the English Journal during the years 1959-68, the following were concluded: (1) In considering the total number of writers in all areas, the majority of the articles published were written by high school English teachers and English professors, with high school English teachers having the largest representation. Approximately one tenth of the total were education professors. (2) In the area of writing on the uses of media in the teaching of high school literature, the high school English teachers wrote more than two-thirds of the articles published; of the remaining third, the English professors wrote more than half. (3) In literary criticism, the high school English teachers and the English professors wrote more than 97 percent of the articles with the remainder by education professors. (4) Of the three professional categories considered, the high school English teachers had more articles published on twentieth century literature while the articles by the English professors emphasized pre-twentieth century literature. (5) There was an increased

number of articles published on the uses of media during the second five-year period of the study; (6) and the number of articles on curriculum problems published during the second five-year period of the study increased to almost twice the number published during the first period.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to analyze the articles on the teaching of literature that were published in the English Journal for the years 1959-1968. The analysis explored (1) the amount of writing published during this period by representatives of English teachers at three levels: high school English teachers, English professors, and education professors; (2) the interest in media used in the teaching of literature manifested by the number of articles written by writers in these three areas of teaching; (3) the number of articles on literary criticism written about pre-twentieth century literature and the number written about twentieth century literature by the writers in these three levels of the profession of English teaching; and (4) the number of articles on curriculum problems pertaining to the teaching of high school literature.

The need for the study was established by pointing out the following: There is no agreement as to what constitutes an effective program for the teaching of high school literature; in order to promote research that is needed in the teaching of literature a study should be made to determine the amount of writing that has been published in the official publications for high school English teachers by high school English teachers, English professors, and education professors,

and the areas of their writing interests. Of particular need, according to Meckel, are research studies on the use of audio-visual aids in teaching literature to students with different abilities.

The review of related literature included only the research which was concerned with the analysis of articles and other publications pertaining to the study and teaching of high school literature.

The first study located of relevance to the present study was a dissertation by Anna Lee Stensland which was completed at the University of Wisconsin in 1958 and entitled "Current Issues in the Teaching of Poetry in Secondary Schools." Stensland analyzed journal articles pertaining to the study and teaching of poetry, journal articles pertaining to literary criticism, books, theses, courses of study, and high school literature textbooks. Two of her findings relate to the present study: (1) the teaching of more modern poetry in the high schools was advocated and more modern poetry was included in the textbooks of the fifties than had been included in earlier texts examined; and (2) the use of phonograph recordings was considered a major method of teaching poetry.¹

In 1959 Dorothy E. Moulton completed a dissertation at the University of Michigan entitled "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based upon an Analysis of Selected Professional Publications." Moulton analyzed monographs published by the National Council of

¹Anna Lee Stensland, "Current Issues in the Teaching of Poetry in Secondary Schools," Dissertation Abstracts, 19:1683, January, 1959.

Teachers of English, editorials, addresses, and reports published in the English Journal and 21 other professional publications, and research studies from national professional organizations and found that the publications analyzed gradually changed from the older philosophy of teaching to the newer view of including modern literature with the literature of earlier periods in the high school literature curriculum.²

Squire and Applebee's publication, High School English Instruction Today, published in 1966, although not concerned with the analysis of publications on the study and teaching of high school literature, presents two findings that are pertinent to the present study: (1) In a survey of 158 high schools, the consensus of both teachers and students was that more modern literature should be included in the curriculum. (2) Only seven of the classes in the schools observed in this study reported the use of phonograph recordings in the teaching of literature.³

The most recent research located which relates to the analysis of articles on the study and teaching of literature was Edel Ann Winje Berberi's dissertation, "A Descriptive Analysis of Anthologies for the Tenth Grade as the Texts Are Related to the Objectives for the Study of Literature as Expressed by National Professional Groups," which was completed in 1966 at Indiana University. The sources for her analysis were publications of the National Council of Teachers of

²Dorothy E. Moulton, "The Teaching of Literature in the Senior High School: A Historical and Critical Study of Recent Trends Based upon an Analysis of Selected Professional Publications, 1911-1965," Dissertation Abstracts, 20:1692-93, November, 1959.

³James R. Squire and Roger K. Applebee, High School Instruction Today (New York: Appleton-Century, Crofts, 1968).

English, the National Society for the Study of Education, the National Association of Secondary-School Principals, the College Entrance Examination Board, the Modern Language Association, and tenth grade literature textbooks representing the periods 1935-1941, 1952-1958, and 1960-1964. The philosophies expressed in the publications were compared with the contents of the literature textbooks: In the thirties the publications supported modern views, but the textbooks of that period reflected the older, traditional views; in the forties and fifties the publications combined the older views with the modern, and the textbooks also revealed a combination of the two; in the sixties both the publications and the textbooks showed a return to the older humanistic emphasis in teaching literature.⁴

The following questions were considered:

1. Is there any difference in the total number of articles written by members of three professional groups: high school English teachers, English professors, and education professors?
2. Is there an increase in the number of articles dealing with the use of media in the teaching of literature?
3. Is there a greater emphasis placed on the study and teaching of twentieth century literature as compared to the pre-twentieth century literature by English professors, education professors, and high school English teachers?
4. Is there an increase in the number of articles dealing with curriculum problems such as: the disadvantaged, honors students,

⁴Edel Ann Winje Berberi, "A Descriptive Analysis of Anthologies for the Tenth Grade as the Texts Are Related to the Objectives for the Study of Literature as Expressed by National Professional Groups," Dissertation Abstracts, 26:5120, March 1966.

slow learners, and potential dropouts?

Articles by 592 writers on the teaching of literature published in the English Journal over the period of 1959-1968 were analyzed in the following manner: (1) Abstracts were made of the articles to determine their content and were tabulated on data sheets according to their subjects: criticism on literature before 1900 and criticism on twentieth century literature; articles on the uses of media in the teaching of literature; and articles on curriculum problems. (2) The articles were classified according to the professions represented by the writers of the articles at the time the articles were published. Tabulations were made of the number of articles written by each professional group. The positions of the writers were ascertained from the biographical data which were published with the articles. All professions represented were tabulated and presented on Table 1 of the study. However, statistical analyses were limited to high school teachers which included junior high school, private school, senior high school, and department heads in these schools; English professors; and education professors.

The analysis of data resulted in the following findings:

(1) The writers in all three of the professional categories considered had more articles published in the English Journal during the second period of the study. The percent of articles written by the high school English teachers increased from 44 percent to 62 percent while the percent of articles written by English professors decreased from 45 percent in the 1959-1963 period to 28 percent in the 1964-1968 period. The percent of articles for the education professors decreased from 11 to 10. The education professors increased

in the number written but not enough to increase their percent of articles published during the second period. Both the high school English teachers and the English professors did more of the writing on the teaching of literature than did the education professors.

(2) There was an increase in the number of writers dealing with media. This does not agree with Squire and Applebee's finding that phonograph recordings were used in only seven of the classes in the schools surveyed but does agree with Stensland's finding which reported the use of phonograph recordings as a chief method for teaching poetry.⁵

(3) The high school English teachers wrote more articles of literary criticism on both pre-twentieth century literature and on twentieth century literature than were written by either the English professors or the education professors. The publications of the English professors continued to rank a close second to those of the high school English teachers in both of the divisions into which the criticism was divided. The high school English teachers wrote 50 percent of the criticism on twentieth century literature; and the English professors wrote 42 percent of the total for the earlier literature and 43 percent for the modern, or twentieth century literature. Published articles on criticism by education professors were at a minimum for all literary criticism, but there was an increase in published articles of criticism on twentieth century literature which is in keeping with Stensland's findings on textbooks.

(4) The data revealed that there was an increase in the

⁵Stensland, loc. cit.

percentage of articles during the second five-year period in team teaching and in the humanities. Also, in comparing the percentages of the two periods on teaching the disadvantaged there was a difference which indicated that more articles were published during the second period, showing a 9 percent increase. The following differences were noted in other areas of the study: for honors courses there was a decrease of 3 percent in the number of articles published during the second period, in course planning there was a decrease from 46 percent to 15 percent, and in college-high school rapport, non-graded, and Bible and religion the percentage of increase during the second period was negligible. In responding to Question 4, the answer would be; There is an increased difference in the number of English Journal articles published between the two periods, 1959-1963 and 1964-1968, and which dealt with curriculum problems.

On the basis of these findings, Question 1 was answered negatively. Questions 2, 3, and 4 were answered positively.

CONCLUSIONS

The conclusions drawn from this study pertain only to the articles that were published in the English Journal during the years 1959-1968. The conclusions may be stated as follows:

(1) The majority of the articles that were published in the English Journal during this period were written by high school English teachers and English professors. The lack of contributions by the education professors could be attributed to: (a) they are generalists whose writings are published in other publications; (b) they are

specialists in such areas as administration, guidance, and counseling, and their writings are published in periodicals representing these subject areas. There may be other reasons why education professors do not contribute articles to the English Journal as frequently as other professional groups. Because many education professors teach educational techniques as well as English, perhaps they should be contributing to publications that are designed for the professional development of high school English teachers.

(2) Either the use of media is not a problem area for teachers of English, or they are contributing such articles to publications other than the English Journal. It is also possible that teachers of English have not done enough research to enable them to write articles about media for any publication.

(3) Question 3 was answered by the increase in the number of published articles on twentieth century literature by high school English teachers. This trend was not apparent among English professors or education professors. The increased emphasis on twentieth century literature by high school teachers of English may be the result of an increased emphasis on Afro-American literature and a modern literature that would appeal to the disadvantaged. Relevant to this was the demand for twentieth century literature for Afro-American literary studies and a modern literature that would appeal to the disadvantaged.

(4) Based on the findings in such problem areas as teaching the disadvantaged, nongraded teaching, and honors courses, teachers of English either fail to see these as problem areas, lack sufficient research background necessary for article production, or contribute

such articles to publications other than the English Journal.

RECOMMENDATIONS

1. Editorial policy of professional journals should be encouraged to solicit research from high school English teachers, English professors, and education professors. If this is the present policy, it apparently has not been effective in certain areas according to the results of the present study.

2. High school English teachers, English professors, and education professors should be encouraged to publish the results of research in the uses of media in the teaching of high school literature in the English Journal, the major organ of high school English teachers.

3. Compilers of high school literature textbook anthologies should be encouraged to give strong emphasis to twentieth century literature, because the present study indicates a concern by high school English teachers in this area.

RECOMMENDATIONS FOR FURTHER STUDY

(1) Replicate this study of the English Journal, both for earlier and later periods.

(2) Analyze other leading professional journals to investigate the writing interests of education professors.

(3) Conduct a study of high school English teachers in representative schools to investigate their interests in writing for publication and incentives offered for doing so.

(4) Conduct a study to determine the kinds of writing published by English professors in College English and Elementary English.

(5) Design an adequate instrument for measuring the quality of writing contributed to the English Journal for a given period.

(6) Conduct a study on how the articles and/or advertisements in the English Journal influence the demand for research publications published by the National Council of Teachers of English.

(7) Conduct a study of literature anthologies for courses in freshman English courses and their relationship to the teaching of modern literature. Stensland's study indicates high school texts are including more modern poetry and the present study indicates more articles have been written by high school teachers on the teaching of modern poetry. Further research might explore emphasis on modern literature in freshman anthologies and reasons why articles on modern literature are not more abundant.

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