

# Contents

Preface	ix
Chapter I: Early Traditions	1
The Ethical Tradition in Elementary Instruction	1
The New England Primer, 2; Webster's Grammatical Institute, 3; McGuffey's Readers, 4	
The Classical Model in School and College	5
English Grammar, 6; The Prescriptive Tradition, 6; Rhetoric and Oratory, 8; Literary History, 10	
The Nonacademic Tradition	11
The Extracurriculum, 12; The Finishing School, 12	
Reprise: 1865	13
Chapter I Notes	15
Chapter II: The Birth of a Subject	21
The Cultural Value of Literature	21
The Romantic Tradition, 22; Culture and Education, 23; Horace Scudder, 24	
Philological Studies	25
Philology in the University, 26; Francis James Child, 26; The Spread of Philology, 27; High School Programs, 28	
Institutionalization	29
The College Entrance Requirements, 29; Uniform Requirements, 30; The Committee of Ten, 32; The Literary Canon, 34	
English at the First Plateau	36
Chapter II Notes	39
Chapter III: A School for the People	45
New Goals for Education	47
Changes in Philosophy, 47; Changes in Psychology, 47; John Dewey, 48	

High School against College	49
The Domination of the Uniform Lists, 49; The Founding of NCTE, 51; The Fate of the Lists, 53	
Toward New Methods	54
The Types Approach, 55; Concern for the Child, 56; Contemporary Literature, 58; Vocational Education, 59; Teaching Aids, 60	
The Role of Drama	61
The Academic Tradition, 61; The Progressive Tradition, 63; The Effects on the Schools, 63	
The Reorganization Reports	64
The Cardinal Principles, 64; The Reorganization of English, 65; Continuations, 67	
Chapter III Notes	69
 Chapter IV: Science and the Teaching of English	 79
Overview of the Progressive Era	79
The Movement in Education	80
The Concern with Efficiency, 80; Objective Measurement, 81; Rebuilding the Curriculum, 82	
Studying the Curriculum in English	84
Minimum Essentials, 84; The Functional Emphasis, 85; Media Study, 87; Evaluating the Selections for Study, 88; Reading Skills, 90	
The Focus on the Individual	91
Ability Groups, 91; The Dalton Plan, 92; Unit Work, 93; Objective Testing, 94	
Experimental Method	96
Settling Down	99
Chapter IV Notes	101
 Chapter V: A Framework for Teaching	 107
The Project Method	108
The Method Proposed, 108; The Response, 109	
Toward Experience	109
Literature and Experience, 109; Countercurrents, 113	
The Social Perspective	115
Patterns for the Curriculum	118
An Experience Curriculum, 118; Conducting Experiences in English, 121; A Correlated Curriculum, 122; Literature as Exploration: The Final Synthesis, 123	
The Effect on the Schools	125
The Course of Study, 125; The Literature Anthologies, 128	
Perspective: The Years between the Wars	130
Chapter V Notes	133
 Chapter VI: Narrowed Goals	 139
Progressivism as the Conventional Wisdom	140
The Eight-Year Study, 140; Life Adjustment, 143; The Rejection of Correlation, 144	
English as Adjustment	146
Meeting Adolescent Needs, 146; Human Relations, 147; Organizing a Curriculum around Immediate Needs, 150;	

Selecting Materials, 151; Literature for the Adolescent, 155	
Developing Competence in Language	156
Language and Communication, 156; Reading, 160	
The New Critics	162
Changes in Literary Theory, 162; The New Critics and School Programs, 164	
The Changing Curriculum	166
The NCTE Curriculum Studies, 166; The Course of Study, 169; The Anthologies, 170	
Summing Up: Literature in the Progressive Era	174
Chapter VI Notes	177
 Chapter VII: An Academic Model for English	 185
Critics of the Schools	185
The Academic Critics, 185; A Crisis of Confidence, 188	
English as a Discipline	189
Concern for the Talented, 189; A New Curriculum Model, 191; The Basic Issues Conferences, 193; The Spiral Curriculum, 195; The Commission on English, 196	
Federal Support for English	198
The Struggle for Funds, 198; The First Programs, 201	
Changing Programs	204
Literary Values and the Threat of Censorship, 204; Other Materials, 207; The Humanities Course, 208; The National Study of High School English Programs, 210	
High Points and Low Points	213
Chapter VII Notes	216
 Chapter VIII: Winds of Change	 225
The Other Half of the Curriculum	225
The British Model	228
Industrial Models	232
Toward a New Curriculum in English	236
Chapter VIII Notes	240
 Chapter IX: Afterword: The Problems Remaining	 245
Teachers of literature have never successfully resisted the pressure to formulate their subject as a body of knowledge to be imparted.	245
The acknowledged goals of the teaching of literature are in conflict with the emphasis on specific knowledge or content.	246
Teachers of English need to make the distinction between knowledge which informs their teaching, and that which should be imparted to the student.	246
There is a need to reconceptualize the "literary heritage" and its implications for patterns of teaching.	247
The teaching of literature is a political act.	248
Language skills have been narrowly conceptualized as an independent and functional aspect of the English program.	249

A focus on correcting taste has obscured the need for fostering response. 250

The educative effects of the act of reading need to be defined. 251

Goals for the study of English depend upon prior assumptions about the nature and purpose of education. 252

Sequence in the study of English must derive from psychological rather than logical principles. 253

The Next Chapters 255

Selected Bibliography 257

### Appendices

- I. Some Important Dates in the Teaching of English 271
- II. Offerings in English in the North Central Area, 1860-1900 274
- III. College Entrance Requirements in English Literature, 1874-1900 275
- IV. Most Frequently Anthologized Works, 1917-1957 278
- V. The Growth of English, 1900-1949 280
- VI. Major Officers of the National Council of Teachers of English, 1912-1974 281

Index 284