



NCTE National Council of Teachers of English Archives at the University of Illinois Archives

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Celebrating NCTE's Centennial



"By the year 2010, new schools will use vertical building forms rather than horizontal ones.... Being up in the air will be a new and pleasant experience for both faculty and students. Banks of elevators will provide for an easy flow of traffic....Air conditioning and solar heating will maintain pleasant, year-round temperatures in this vertical school."

Ruth Stickle and Jean Paul Budinger's predictions in *Golden Anniversary* (1960)



NCTE's first centennial has inspired reflection on its past, as well as concern on how to best preserve it for future retrospection. The Council has dedicated numerous projects to these ends, including the establishment of the Task Force on Council History and 2011; the transferring of records to the University of Illinois Archives for care and public access; the production of the documentary, *NCTE Centennial Film: Reading the Past, Writing the Future*, the publishing of the book, *Reading the Past, Writing the Future: A Century of American Literacy Education and the National Council of Teachers of English*; and the creation of the [NCTE Centennial Celebration website](#) that brings together and features the Council's various projects to celebrate this historic event.

While this may be the organization's first centennial, it is not the first time NCTE has celebrated an anniversary with a look at its past and predications for the future. The Council's 50th and 75th anniversary also provided the occasion for considering the significance of not only the organization but also the profession. In particular, the 50th anniversary motivated Council members to ask how teaching English might change in another fifty years. What will the year 2010 be like? The 75th anniversary focused on honoring English teachers and their role in shaping society. How were today's leaders influenced by past English teachers?

The themes for NCTE conventions celebrating these milestones all look forward: the 50th anniversary theme declared, "All our past acclaims our future"; the 75th theme wondered, "What We Will Be"; and the centennial focuses on action, "Reading the Past, Writing the Future." Take a look at the featured records below to learn more about how NCTE celebrated its past, see the ledger that led to the organization's founding, and find out what these caricatures have to do with NCTE.

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Perspectives on English: Essays to Honor W. Wilbur Hatfield](#)

Celebrating 75 Years: The Diamond Anniversary

[Convention Preview and Program
Celebration of Teachers: For the Diamond Jubilee of the
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NCTE Calendar, "Illuminating Lowpoints in Literary History"](#)

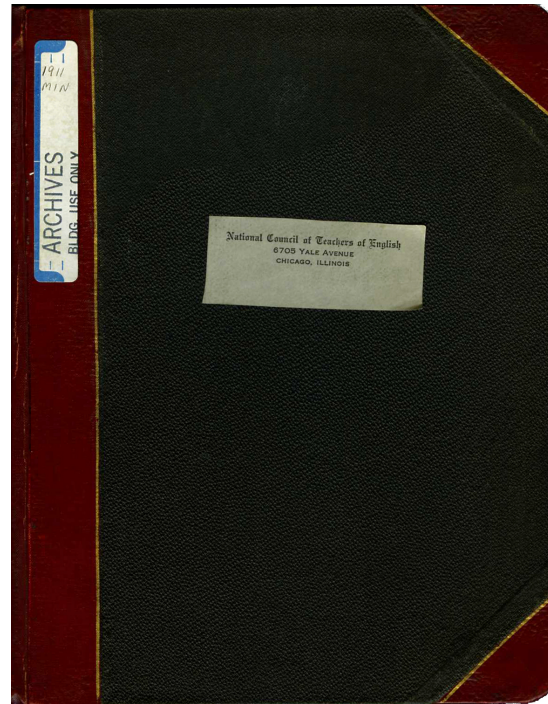


Ledger of Member Signatures and 1911-12 Meeting Minutes

NCTE was founded in the winter of 1911 by a group of English teachers attending a two-day national organizational meeting at the Great Northern Hotel in Chicago. The meeting, led by James F. Hosis, was in response to rigid college entrance requirements and their effects on high school English curriculum. The names of 35 of those attendees can be found in Hosis's ledger, which they signed to become charter members of NCTE. In *A Long Way Together: A Personal View of NCTE's First Sixty-Seven Years*, J.N. Hook described the Council as "an organization born out of protest but inspired by altruistic urges" (1979, p. 3). Hosis also recorded the minutes of NCTE's meetings in 1911-12, including the first annual meeting and the first Board of Directors meeting.

Item: Ledger (1911)

To learn about related material, see the following record series: [15/70/003](#)



Names, Addresses, and Positions
of the
Charter Members
of the
National Council of Teachers of English

Ed. Temper McComb - Head of Eng. Dept. -
M.I.T. Boston, Mass.
Emma J. Bunker, Head of Eng. Dept.
Oakland H.S. Oakland, Calif.
Helen Elsie Hill, Head of Dept. of English
& Social Studies, Central High School,
Chicago, Ill.
Elizabeth Greene Barber, Head of Eng. Dept.
Summit H.S. High School,
Summit, N.J.
Julia S. Murray, Summit H.S. High School,
Summit, N.J.
Ide M. Wendt, Head of Eng.
Oak Park, Illinois
A. F. Kling, Prin. Spomer School, Chicago
C. R. Bourne, Head of Dept. of
English, West Division H. S.,
New Haven, Conn.
Vernon C. Squires, Professor of English,
University of North Dakota,
Grand Forks, N. Dak.

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Board of Directors
Dec. 2, 1911.

The Board of Directors of the National Council of Teachers of English met in the Committee Room of the Bismarck Northern Hotel during a recess of the Society on Saturday morning, Dec 2, 1911. There were present directors Barber, Bassett, Brock, Coffey, Clarke, Coulter, Darling, Hopkins, Hove, Hulst, Hyslop, McComb, Miller, Mitchell, Neal, Peake, Scott, and Squires. Resolutions were read and the terms of the various directors for the year 1912 were determined. The results will be found on pages 23, 24, 25 of the English Journal for January, 1912. The directors then proceeded to elect the officers for the ensuing year. The following were chosen: President, Fred W. Scott; First Vice President, Emma Bunker; Second Vice President, Theodore C. Mitchell; Secretary, James F. Hove; Treasurer, Harry K. Bassett, Member of the Executive Committee for one year, Grace Darling, for two years, Samuel A. Pitterges, for three years, Edwin M. Hopkins.

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Meeting of the New Board of Directors, South Parlor, Auditorium Hotel, November 29, 1912.

In the absence of the President, Director McComb was elected chairman pro tem. There were present Messrs. Barber, ~~Hunt~~, Benedict, Peake, Weckel, Grandy; Messrs. McComb, Baker, Bassett, Bryan, Coulter, Hopkins, Hove, Pitterges, Squires, and Hove.

Officers for the year 1912-13 are elected as follows:
President, Fred W. Scott
First Vice President, Grace W. Shephard
Second Vice President, Ernest C. Hove
Secretary, James F. Hove
Treasurer, Harry K. Bassett.

The report of the treasurer was read and accepted.

The Board adjourned.

James F. Hove, Secretary.

The cover and pages of the ledger that contained the signatures of charter members and meeting minutes from 1911 to 1912. The second image is of the first page of signatures. The next two are the meeting minutes from the Board of Directors meeting in 1911 and 1912.

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Golden Anniversary

To celebrate its 50th anniversary, the NCTE published *Golden Anniversary* in 1960. Full of reflections and predictions from NCTE members, this monograph offered a thorough examination of the organization and profession and their roles. Two articles, "The Change I Would Most Like to See in English Teaching During the Next 50 Years" and "A Center for Teaching Communication in the School of Tomorrow," focused on what English teaching will be like in the year 2010. Contributors offered a hopeful view of the future, one where many of NCTE's goals, such as smaller class sizes, have been realized.

Item: Copy of *Golden Anniversary* (1960)

To learn about related material, see the following record series: [15/71/824](#)

A GLIMPSE OF THE FUTURE

A Center for Teaching in the School

Ruth Stickle and

THE VERTICAL SCHOOL

KEY

- a. Department Headquarters—coordination center of the research, guidance, programming, teaching and testing staffs
- b. Student File—accessible to Department Headquarters
- c. Faculty Lounge
- d. Departmental Material Center—distribution center of discs, tapes, films for classroom use; communication center and home study unit interchange; and world communication interchange
- e. Television Unit—closed or open circuit television to show programs and lessons or to supplement Departmental Material Center for Communication Center viewing
- f. Speech and Listening Laboratory

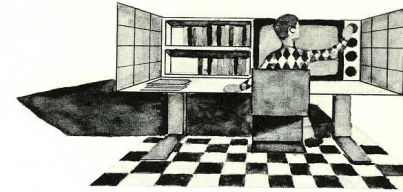
In the next fifty years English departments will be restyled to give a greater emphasis to communication. In the future, teachers will work in a *Communications Center* where students will learn the arts and skills of language and study the problems and principles of mass communication. This center will achieve its *new look* by changes in the design of the school building, by new teaching equipment, and by accenting staff competencies.

By the year 2010, new schools will use vertical building forms rather than horizontal ones. Within this *vertical school*, the Communications Center will achieve a special unity by its occupancy of an upper floor of the building. Being *up in the air* will be a new and pleasant experience for both faculty and students. Banks of elevators will provide for an easy flow of traffic to and from the Center. A system of two-way communication using telephone, teletype, radio, and television will relate the Center to other building areas and permit contact with persons or institutions within the community or in distant parts of the world. Air conditioning and solar heating will maintain pleasant, year-round temperatures in this *vertical school*.

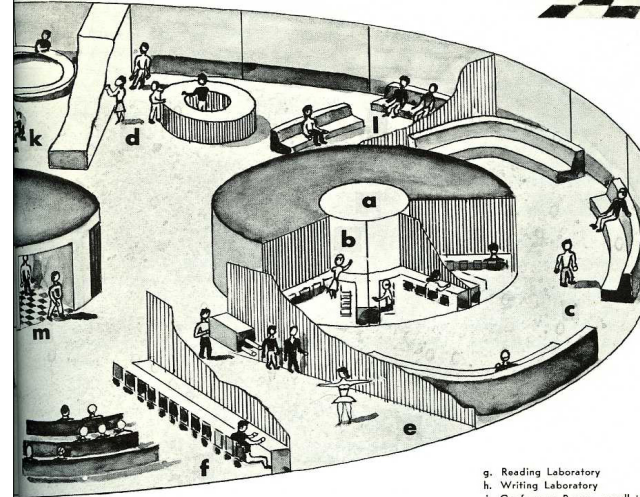
The floor of the building devoted to the Communications Center will provide for the following learning-teaching areas: a departmental materials center containing the usual printed learning aids and a wide selection of the discs, tapes, films, film strips, and the appropriate machines for their projection; laboratories for skill improvement in reading, writing, speaking, and listening; a suite of offices

Communication of Tomorrow

Jean Paul Budinger



HOME STUDY UNIT — two-way communication system connecting home and Departmental Material Center interchange.



KEY

- g. Reading Laboratory
- h. Writing Laboratory
- i. Conference Rooms—small teacher group discussion rooms
- k. Multipurpose Rooms—test taking area and large classroom and audience activity
- l. Student Lounge
- m. Elevator and Stairway Banks
- n. Folding Walls
- o. Solar Panels—providing uniform heating, cooling, and lighting
- p. Sun Control Windows

for department headquarters; studios for the production of lessons or programs by radio and television; activity rooms for student groups interested in publications, drama, speech, literature, mass media; conference rooms for small-group discussions or student-teacher planning committees; multipurpose rooms for large classes or for large audience activities; a lounge-type room appropriate for social occasions.

Every room of the Center will be equipped with the machines to reproduce sound and image in a manner appropriate to that room. Television on closed or open circuit can be shown on a large screen in the multipurpose classroom, or it can be received on a miniature set by a teacher or a student at his study desk in office or library. Teachers can

present a literary masterpiece in three media because the Materials Center will possess the selection as a book to be read, as a disc or tape to be heard, or as a video tape to be seen and heard. Teachers can match the media for teaching to the learning style of the student. Sequential lessons, now produced as textbooks and workbooks, will be available to classes in sets of films or tapes. Machines for mass communication will standardize as well as enrich classroom experience.

By 2010 career teachers in Communication will be recognized for their ability and experience and will be placed at the head of teaching teams in the Communications Center. Here they will direct learning activities of the Center; select the methods, the techniques, and the materials; teach

THE CHANGE I WOULD MOST LIKE TO SEE IN ENGLISH TEACHING DURING THE NEXT 50 YEARS

William E. Hoth:

"I am waiting for the Great Divide to be Crossed."¹

In 1960, we need teachers who regard new knowledge with a frame of mind that is open, curious, and accepting. Even more than in the past fifty years, we need the contagious spread of an imaginative curiosity so that *English* comes to be handled everywhere by professionals, teachers who respect the evidence of research rather than the "truth" of unverifiable personal experience and unstated concerns for job security.

If this happens, we may not have to wait the fifty years which research in curriculum improvement discovered it takes for a new idea to be widely accepted. Perhaps before 2010 A.D. our profession will take it for granted that English:

- (1) is taught so that its relationship to other arts, popular and classical, is apparent; and whose relationship to the literary experiences of all the people of the world is explicit.
- (2) includes concepts from the sciences and social sciences which illuminate the nature of language and language learning; and is taught by teachers whose behavior reflects knowledge of the history, geographical distribution, structure, and problems of meaning of this and other language systems.
- (3) is articulated throughout a twenty-year program with sufficient flexibility to earn students' continuing approval because it is at every point related to the total learning experience in and out of school.

Lou La Brant:

"The Change I Would Most Like to See" suggests both the magic world of the jinn, and the psychologist's couch; "the Next Fifty Years" implies prophesy. I fear this answer must be, therefore, a combination of naivete, personal revelation, and predication.

The teaching of English and the English curriculum must depend upon the nature of the language and of the society in which that language works. Will English in 2010 be a world language? Will its grammar be simplified? Will our alphabet have been improved? Will literature appear in print, in microfilm, or in some new medium? Will poets still publish, or will all use a new recorder which will include voice? Will we watch daily television from around the globe? Will English-speaking youngsters come from homes where standard speech is spoken? Hosts of new devices and great national and world developments could make great changes in our aims and our teaching.

It seems to me, therefore, that one may wish only for a change in us, the teachers. The change I would covet is that we become more sensitive to the true nature of our times, more serious students of our language and its functions, more willing to expect and accept change, that we

¹Lawrence Ferlinghetti, "I Am Waiting," *A Coney Island of the Mind*. New York: *New Directions*, 1958. pp. 49-53.

be increasingly concerned with major problems, willing to assume the important role that should be ours as interpreters (not custodians) of our language and its literature.

Robert Tuttle:

In 2010, all teachers were scholars who spent their time productively.

In composition, spelling, mechanics, grammar, sentence structure, and techniques of deduction were taught by automatic devices for learning. The machines also checked errors and gave further instruction when needed. Speaking was handled similarly. In reading and listening, skills, fact content, and literary facts were taught by machine.

What was left for teachers to do? Only the hardest and most rewarding things they have always done—to help the students toward new and meaningful insights and syntheses, brilliance of induction, and apt expression; to teach literature for its humane values.

Heaven was not yet. Teachers did have to help electronic technicians program the machine and to stand by to rescue the student who was too stupid or brilliant and so jammed the machine. Above all, they determined what could ethically be taught as fact and what as opinion—what as true and what as postulate, hypothesis, or best guess.

And what a mass of useless detail and false fact, they discovered, 1960 had wasted time teaching!

J. N. Hook:

In India, in Japan, in many other countries, one of the most popular features of local newspapers is a column designed to help in the learning of English. In a typical secondary school in Turkey, three-fourths of the students are enrolled in English classes. In the public squares of some South American cities, lessons in English are broadcast at regular intervals over public address systems.

Hundreds of teachers of English come from foreign lands to the United States each year to study and learn more about their specialty. Thousands more (we do not know how many thousands) never have that opportunity but work away conscientiously with the often poor backgrounds and inadequate materials that they have.

If the English teachers of the world could all be members of the same giant professional organization, they would probably total no less than half a million persons. Through their exchanges of information and ideas, they could unquestionably improve the teaching of the world's most-used language. Knowledge of English is becoming a bond that ties more and more of the world together, with at least a quarter of the world's population having at least a smattering of the language.

The changes I should most like to see in English teaching are first, a unified profession in the United States, and second, a unified profession throughout the world. The NCTE has advanced from 19,000 members and subscribers to 60,000 since 1953, but it has still reached less than a third

of its potential. I hope that all active members will encourage nonmembers to support their existing professional organizations and that they will stand by to lend their aid when it is needed to support an international organization.

Fred Marcus:

The communication revolution has come hurtling into the 1960's. Video pictures and hi-fi records, animated cartoons and high-speed photography, newspaper headlines and *Lolita*: all of these vie for our attention. Soft-sell hucksters and stumping politicians, editors and opinion pollsters, subliminal experts and TV spectaculars: all exert their attention-demanding wiles.

Recent disciplines throwing light on language and sciences are adding to our awareness of the nature of language and human communication.

What are the implications of the above statements? First, the student today needs an array of critical skills if he is to assess, accurately, the merit of the diverse messages directed at him.

What about the student's English teacher in this world of communication complexity? Can he be expected to use the new tools, the research in language? I suspect not. More significantly, he is likely *not to know what he does not know*. Like Horatio, there are more things in heaven and earth than are dreamt of in his philosophy.

What then must the next fifty years accomplish? In Hayakawa's language, we had better re-examine the territory of teacher-training in English. Our maps neglect too many valuable mines of communication richness.

Arno Jewett:

During the next fifty years, I should like to see elementary, secondary, and college teachers of English strive to understand one another's aims, problems, and responsibilities so that they can work together much more closely and intelligently on local and state levels than they have worked during the past fifty years.

Experienced teachers know that there is much unnecessary duplication of content in the English curriculum, particularly in the area of grammar and mechanics. When, for example, a change is made in the teaching of language in elementary schools, of reading in the high school, or of freshman composition in colleges and universities, teachers of English at all levels are affected to some extent. Therefore, they need to *plan together* a curriculum which will accomplish the desired ends.

However, in some cities and states an entirely different approach is being used. College professors and deans who have not been in high school since their own or their children's graduation day are criticizing high school English teachers for teaching pupils to read, write, and spell. Curriculum committees representing only one group are telling teachers of pupils at lower levels what to teach. In some districts, high school and elementary teachers are working on their own separate courses of study without knowing what is being done at other levels. Criticism based on incomplete knowledge and misunderstanding may breed academic confusion and professional chaos.

Therefore, the change that I hope for during the next fifty years is to have teachers of English representing all levels visit one another's classes, discuss professional problems, plan sequential programs, and develop mutual respect.

Patrick D. Hazard:

Historically, the English teacher in America has been given two crucial roles—increasing effective expression and raising taste. Developments in the last fifty years have seriously complicated the pursuit of both these objectives. The emergence of massive, extracurricular media of communication and the maturing of cultural democracy tend at their worst to erode standards set by the school and depress the natural growth rates of the great majority. Yet, at their best, these same media are full of unexploited educational potential. Our job, then, is to so invest the resources of the university in teacher training (literary history and criticism, linguistics, cultural anthropology, and esthetics among other disciplines) that the schools can at one and the same time resist the debasing pressures of media democracy and accelerate the growth of mature trends in popular and elite culture.

We could also do a better job in the next fifty years if we stopped the cold war between educationist and liberal arts professors. It would also help if we really became "the well-rounded men" of our dreams. As it is now, too many of us are anti-science (without really understanding its intellectual, even esthetic, values), anti-business (at the same time that we have raised our own Fatted Calf of Bibliographical Productivity), anti-mass-media (infecting our students with the paralyzing germ of our own alienation rather than giving them a vision of transforming a quantitative democracy into a qualitative one).

Paul Diederich:

I hope to see teaching organized so that:

- no high school English teacher need ever meet more than 24 students at a time except by his own choice;
- every high school English teacher may have one day a week completely free of class duties to see students who are either so far ahead or so far behind that they require individual attention;
- English classes will ordinarily meet two days a week; one for class discussion of books that have been read in common, the other for class discussion of student papers;
- two days a week will be devoted to "free reading," probably in groups of about 200 students, directed by teams of specially qualified college-educated housewives ("free reading aides") who will be on duty not more than three hours a day.
- one day a week will be devoted to a test and follow-up of "self-correcting homework" (exercises that tell the student after each response whether he was right or wrong).
- a paper will ordinarily be assigned every two weeks, but three out of every four assignments will be graded and corrected by a reader (a specially qualified college-educated housewife). The reader will read about twelve papers a year from each student while the teacher will read four and check enough of the others to keep in touch with the progress of the class.

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Pages from *Golden Anniversary*. Pages from the article, "A Center for Teaching Communication in the School of Tomorrow," offered a radical view on how schools will be different in 2010. NCTE members voiced the change they would like to see in the next fifty years in the subsequent article.

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Official Program for NCTE Annual Convention, 1960

From its official program in 1960, it was clear that NCTE's 50th anniversary influenced the sessions and workshops, encouraging retrospection. Sessions such as "What Have We Accomplished in Reading? — A Review of

the Past Fifty Years" and "Shall We Scrap Traditional Grammar?" reinforced NCTE's tendency to both reflect on the past and decide what changes may be in store for the future. The program also contained images of NCTE members and staff, including the organizers of the 1960 program: Irwin Suloway, Ruth Strickland, and Hardy Finch.

Item: Copy of *Official Program: The National Council of Teachers of English* (1960)
To learn about related material, see the following record series: [15/71/824](#)

60
1960
Pro
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Official Program The National Council of Teachers of English

Fiftieth Annual Meeting
November 24-26, 1960


Convention Theme:
"All our past acclaims our future"

—Algernon Charles Swinburne

Convention Information
NCTE OFFICERS, 1960

President, RUTH G. STRICKLAND, Indiana University
First Vice President, HAROLD B. ALLEN, University of Minnesota
Second Vice President, HARDY R. FINCH, Greenwich High School, Connecticut

EXECUTIVE COMMITTEE
The officers of the Council and
WILLIAM S. WARD, University of Kentucky
RICHARD CORBIN, Hunter College High School, New York
MURIEL CROSBY, Wilmington Public Schools, Delaware
JOSEPH MERSAND, Jamaica High School, New York
BRUCE HARRIS, The Pennsylvania State University



HARDY FINCH
Program
Chairman

NCTE HEADQUARTERS STAFF

Executive Secretary, JAMES R. SQUIBE
Business Manager, GERALD K. MILLER
Assistant to the Executive Secretary, ROGER MARTIN
Business Secretary, MRS. MARY GERHAFT
Publications Associate, MRS. ENID M. OLSON
Director of Achievement Awards, ROBERT WHITMAN

LOCAL STEERING COMMITTEE
BENJAMIN C. WILLIS, *Honorary Chairman*


Irwin J. Suloway, <i>General Chairman</i>	Clarence W. Hach
Alice C. Basim, <i>Co-Chairman</i>	W. Wilbur Hatfield
Ellenore Lampton, <i>Co-Chairman</i>	Sister Mary Joanne, C.S.J.
Bath S. Stickley, <i>Co-Chairman</i>	Mercedes Kersp
Harold A. Anderson	Louis A. Menking
Hermann C. Bowersox	Isabel M. Kincheloe
Alejandro Childs	Brother Richard, S.S.C.
Florence Cook	Charlene Rollins
Olivia C. Cooke	Father Ferdinand J. Ward, C.M.
Nelle Geoh	Paul A. Witty

IRWIN SULOWAY
Local
Chairman

INFORMATION
The information desk is located in the lobby of the Morrison Hotel opposite the cigar counter. A second information desk will be maintained on Friday, November 25, in the Club Floor Foyer of the Palmer House. The information committee will attempt to answer questions concerning places and events in the Chicago area.

REGISTRATION
Admission will be restricted to persons registered for the Convention and wearing badges. The pre-registration fee is \$3. Registration during the Convention costs \$4.
Those who have pre-registered should secure their badges, tickets, and envelope of materials at the pre-registration desks in Parlors A and B on the first floor of the Morrison Hotel on Thursday and in Parlor A only on Friday and Saturday.
The registration desk is in the Foyer on the first floor of

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NCTE Members
enjoy exhibits
at 1960 Convention

V. LINGUISTICS
Ballroom - P (4th Floor)
Chairman: James Mason, Indiana State Teachers College, Akron, Ohio
Associate Chairman: Jean Bartlett, North High School, Michigan
Speakers: "Shall We Scrap Traditional Grammar?" W. Wilbur Hatfield, former Secretary-Treasurer, NCTE
"Linguistics Moves Ahead," C. C. Fries, University of Michigan

VI. READING
Constitution Room South - M (1st Floor)
Chairman: Robert Bennett, Minneapolis Public Schools
Associate Chairmen: Leonard Stillo, South Plainfield High School, New Jersey
Speakers: "What Have We Accomplished in Reading?—A Review of the Past Fifty Years," Nila Banton Smith, New York University
Discussants: Jeannette Veitch, Penn State University
Constance McCullough, San Francisco State College
Dolores Durkin, Teachers College, Columbia University
William Iversen, Stanford University
Alberta Choate, Sacramento State College

VII. LISTENING
Dining Room 17 - P (Club Floor)
Chairman: Donald Tuttle, Fern College
Associate Chairmen: Beryl P. Fenstermacher, Pease High School, Chicago
Speakers: Harold A. Anderson, University of Chicago
Sam Duker, Brooklyn College

VIII. USAGE
Wahash Parlor - P (3rd Floor)
Chairman: Margaret Bryant, Brooklyn College
Associate Chairman: Fred McLeod, University of Kansas City, Missouri
Speakers: Albert H. Markwardt, University of Michigan
Frederic G. Cassidy, University of Wisconsin

IX. SPEAKING
Monroe Parlor - P (5th Floor. Use Annex Elevators.)
Chairman: A. L. Knoblauch, Western Illinois State University
Associate Chairman: Mary E. Bennett, Cincinnati Schools
Speakers: "Speech in Perspective," Giles Wilkinson Gray, Louisiana State University

X. OUR PROFESSION
Mirror Room - H (10th Floor)
Chairman: Brice Harris, Director, NCTE, Commission on the Profession
Associate Chairmen: Helen F. Olson, Seattle Public Schools
Speakers: "Implications of Media Research for the Profession of English Teaching," Ann Fuik, Pennsylvania State University
"The Rights and Responsibilities of the Classroom English Teacher," Lou La Brant, Dillard University

XI. CRITICAL THINKING
Crystal Room - P (3rd Floor)
Chairman: Mary Marjorie, Helena High School, Montana
Associate Chairman: Daniel Albright, Niles Township High School, Skokie, Illinois
Speakers: "Language and Critical Thinking," Richard Worthen, Diablo Valley College, California
"Teaching Critical Thinking," Edward Gordon, Yale University

XII. ANATOMY OF MASS MEDIA
North Ballroom - H (9th Floor)
Chairman: William D. Boutwell, Director, Scholastic Book Services
Associate Chairman: G. May Blackmore, Dallas Public Schools, Texas
Speakers: *Magazines*, Samuel Beckoff, High School of Music, New York
Television, Walter Emery, Michigan State University
Motion Pictures, Arthur Knight, motion picture editor, *The Saturday Review*
Publishing, Lester Ahearn, University of Chicago

XIII. ADVANCES IN TEACHING TECHNIQUES
Venetian Room - M (2nd Floor)
Chairman: Edna Jones, Redondo Union High School, Redondo Beach, California
Associate Chairman: Ethel Hibbert, Stoddard-Fleisher Junior High School, Philadelphia
Speakers: Eliza Taha, San Francisco State College
Stanley B. Keger, University of Minnesota



RESPONSIBLE FOR 1960 PROGRAM
Iwin Saleway, Ruth Strickland, Hardy Finch

XIV. TEACHER EDUCATION AND THE TEACHER OF ENGLISH

(Co-sponsored by NCTE and NCATE)
Dining Room 14 - P (Club Floor)

Chairman: Mary B. LeMay, Chairman, National Commission on Teacher Education and Professional Standards, NEA.

Associate Chairman: Zelda Reed, York Community High School, Elmhurst, Illinois
Speakers: "The Teacher of English and TEES," David Dardind, Assistant Secretary, National Commission on Teacher Education and Professional Standards (NEA) "What Education to Teach English?" Leonard B. Beach, Dean of the Graduate School, Vanderbilt University, and member, National Council for Accreditation of Teacher Education

Second Session--10:30 a.m. to 11:45 a.m.

THE PRESENT: Evaluating Current Practice

A. CURRICULUM BUILDING

Dining Room 17 - P (Club Floor)

Chairman: Lawrence Connolly, Champaign High School, Illinois

Associate Chairman: Gertrude Johnson, Agricultural and Technical College, Greensboro, North Carolina
Speakers: *Elementary*--Helen Bradley, Cameron School, Chicago
Junior High School--Bernard Weiss, Detroit Public Schools
Senior High School--Prudence Botwick, San Fernando Valley State College

B. CHILDREN'S WRITING

Venetian Room - M (2nd Floor)

Chairman: Mabel Rice, Whittier College, California
Associate Chairman: Helen W. Painter, University of Akron
Speaker: Alvin Trent Burrows, New York University
Participants: Gaynelle Davis, Fort Hays State College, Kansas
Elizabeth Eaton, Wilmington Public Schools, Delaware
Sister Mary Teresta, S.V.M., Nativity School, Dubuque, Iowa

C. CHORAL SPEAKING

Barkley Room - M (8th Floor)

Chairman: Margaret Bryant, Brooklyn College
Associate Chairman: Jacqueline Krump, Chicago Teachers College

Speaker: Mary Gwen Owen, Macalester College
Participants: Mildred Patterson, Wilmington Public Schools, Delaware
Carrie Stegall, Holladay Public Schools, Texas
Donald B. Ferris, San Jose State College, California

D. READING WITH A PURPOSE

Chicago Suite - M (5th Floor)

Chairman: Esther Westendorf, Wantagh Public Schools, Long Island, New York
Associate Chairman: Loretta Francis, Hay Elementary School, Chicago
Speaker and Demonstrator: Russell Stauffer, University of Delaware
Participants: Sister Mary Harrietta, Clarke College, Dubuque, Iowa
Ruth Turbot, Field Enterprises, Chicago, Illinois
Dorelay E. Cooke, The University of the State of New York, Albany

E. TEACHING SPELLING,

GRADES 1--COLLEGE

Chicago Room - P (Lower Level)

Chairman: Viola E. Andrews, East High School, Erie, Pennsylvania
Associate Chairman: Sister Basil, Hobson-Dominican High School, Cleveland, Ohio
Speakers: "Ways to Improve Spelling in the Elementary Grades," Neville Brenner, Amarillo Public Schools, Texas
"Spelling Suggestions for High School Teachers," Harrison Bell, editor, Holt-Rinehart-Winston Company, New York
"Spelling in College," Falk S. Johnson, University of Illinois, Navy Pier, Chicago

F. GRAMMAR IN THE JUNIOR AND SENIOR HIGH SCHOOL

Constitution Room - M (1st Floor)

Chairman: Frank M. Rice, Central High School, Omaha, Nebraska
Associate Chairman: Gertrude Geraghty, Memphis Technical High School, Tennessee
Speakers: "Shall We Teach Grammar in Junior and Senior High School?" John Warriner, Garden City High School, New York
"What Kind of Grammar Shall We Teach?" Henry Christ, Andrew Jackson High School, Queens, New York
"How Can We Teach Grammar?" Samuel Welz, Temple University
Discussants: Sarah C. Haller, Chanute Public Schools, Kansas
Hazel Lingo, Topeka Public Schools, Kansas
Rev. Martin McMurtry, Central Catholic High School, San Antonio, Texas

G. THE HIGH SCHOOL PRINCIPAL AND THE ENGLISH PROGRAM

(Co-sponsored by the National Association of
Secondary School Principals, NEA)

Monroe Parlor - P (5th Floor. Use Annex Elevators.)
Chairman: Eugene S. Thomas, Principal, Central High School, Kalamazoo, Michigan
Associate Chairman: Nagoleon Papale, Bernards High School, Morristown, New Jersey
Topic: "The Position Paper of the NASSP"
Speakers: Harold Mettalf, Bloom Township High School, Chicago Heights
Omer W. Rendrow, Thornton Township High School, Harvey, Illinois

Pages from NCTE's official program described conference details and the sessions offered in 1960 in addition to photos of NCTE members and staff.

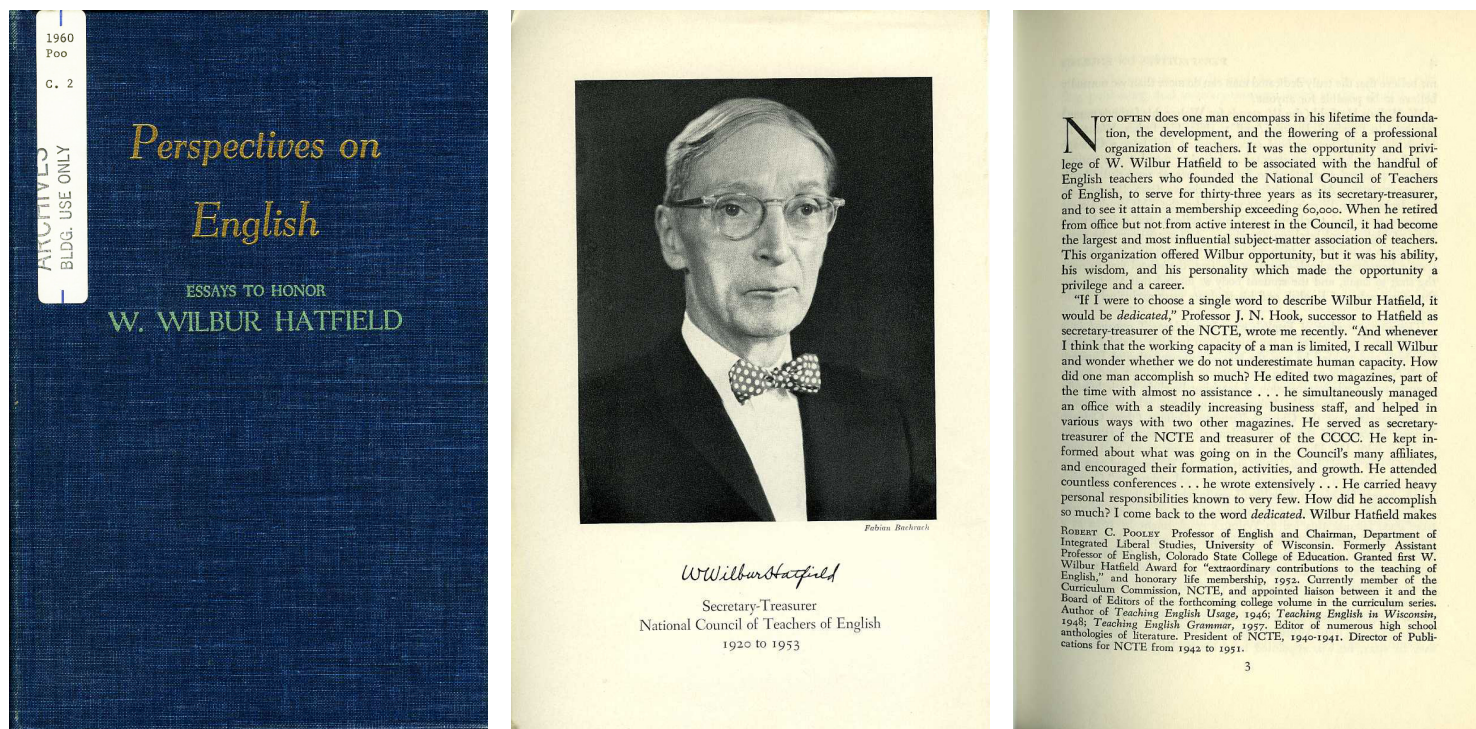
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Perspectives on English: Essays to Honor W. Wilbur Hatfield

It was also during the time of the 50th anniversary that NCTE honored one of its earliest members, W. Wilbur Hatfield. To recognize Hatfield and his extensive contributions to NCTE, the Council published *Perspectives on English: Essays to Honor W. Wilbur Hatfield* in 1960. In the introduction, the editor quoted J.N. Hook's praise for Hatfield in a letter sent to the editor: "If I were to choose a single word to describe Wilbur Hatfield, it would be *dedicated*. And whenever I think that the working capacity of a man is limited, I recall Wilbur and wonder whether we do not underestimate human capacity." Hook then went on to list the many accomplishments of Hatfield, including being secretary treasurer of NCTE and treasurer of CCCC, editing two magazines, writing countless articles, attending national conferences regularly, and managing the business office.

Item: *Perspectives on English: Essays to Honor W. Wilbur Hatfield* (1960)

To learn about related material, see the following record series: [15/71/824](#)



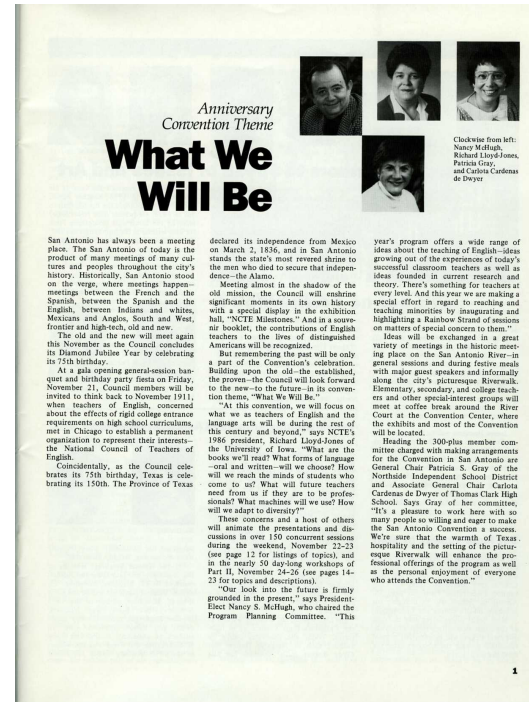
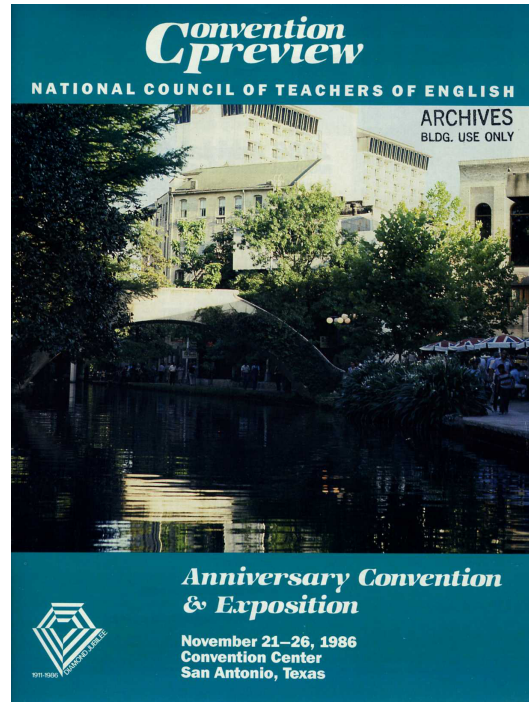
The cover and pages from *Perspectives on English: Essays to Honor W. Wilbur Hatfield*. The book contained an insert of Hatfield's portrait. The introduction detailed the importance of Hatfield to NCTE.

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Diamond Jubilee Convention Preview and Program

The next significant anniversary that NCTE recognized was its 75th year. The *Diamond Jubilee Convention Preview* detailed the events planned to celebrate this occasion: "The Council will enshrine significant moments in its history with a special display in the exhibition hall, 'NCTE Milestones.'" However, NCTE's theme, "What We Will Be," was future-oriented. The *Preview* explained the reasoning behind selecting this slogan: "Remembering the past will only be a part of the Covention's celebration. Building upon the old – the established, the proven – the Council will look forward to the new – to the future." NCTE celebrated its Diamond Jubilee at both its 1985 and 1986 convention.

Item: Copy of Diamond Jubilee Convention Preview and Program (1986)
To learn about related material, see the following record series: [15/74/10](#)



The *Convention Preview* for the 1986 convention noted the special plans for the anniversary, while the brochure for the 1985 convention illustrated that NCTE's Diamond Jubilee was celebrated at both.

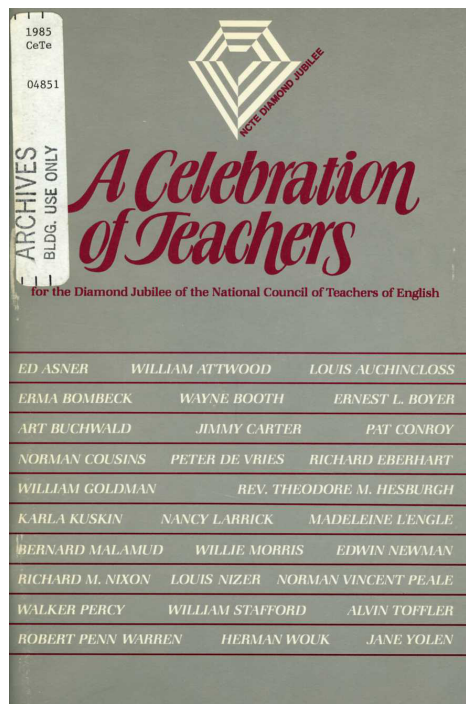
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A Celebration of Teachers: For the Diamond Jubilee of the National Council of Teachers of English

As a special way to mark its 75th anniversary, NCTE published *A Celebration of Teachers: For the Diamond Jubilee of the National Council of Teachers of English*. This book is a collection of testimonials from famous leaders and writers. The Council asked for stories on how an English teacher influenced them for the better. Madeleine L'Engle was one such contributor, thanking her sixth grade teacher, Margaret Clapp. She wrote: "She was the first person in all my school life to see any potential in this shy, introverted child....She was a vibrant example of the fact that one does not teach a subject, one teaches a child." Other contributors included Margaret Walker Alexander, Jimmy Carter, and Richard Nixon.

Item: Copy of *A Celebration of Teachers: For the Diamond Jubilee of the National Council of Teachers of English* (1985)

To learn about related material, see the following record series: [15/71/824](#)



FOREWORD

When we reflected about the ways we might celebrate our Diamond Jubilee Year that starts in Philadelphia and ends in San Antonio, we thought less about geography than about the Council's journey since 1911. A substantial part of that history cannot acknowledge the most important accomplishment—the excellence of individual teachers and their enduring impact.

This collection of testimonials honors just a few of the hundreds of thousands who in this century quietly and eloquently influenced some of our nation's leaders. In our solicitation, we naively thought to impose a formula for response. Particularly since we looked more to our leading writers than to, say, our politicians, we should have known better. Responses came in in every style and length. The only common thread was the sincerity of appreciation for the difference that one English teacher made.

We did not presume to edit the responses nor did we think it was necessary to identify the cultural leaders who took time to let their memories speak. In their own words, people we respect testify to the teachers who made a difference in their lives.

We hope these tributes are a source of inspiration as we look back over three-quarters of a century through the eyes of distinguished former students.

John C. Maxwell
Executive Director
National Council of Teachers of
English

PREFACE

Few moments are brighter in the life of a teacher than the ones which are marked with a thank-you from a former student. A purist might argue that seeing the student's achievement as a partial result of what was taught should be pleasure enough. It probably is, but still we respond to good manners.

This collection is a series of thank-you notes. Some famous former students who are entranced with words thank some of their teachers who cared a lot about language. The teachers also seemed to care a lot about young people, enough to work around their foolishness and hold them to high standards of performance.

From these tributes to particular teachers, all teachers of English can take heart. Sometimes one must wait a long time before a student proves out, and those who trade fond reminiscences with old friends rarely remember to express the same kind thoughts to their teachers. We former students are perhaps guilty of silence toward our own mentors as well, so we can understand the unsaid messages. These, then, are letters to all teachers, written for all of us who have been negligent, written to of us who might sometimes feel neglected and sorry for ourselves.

Attention to teachers is a central concern of the Diamond Jubilee Year of the National Council of Teachers of English. Talk about curricula and techniques means little unless there are people who give life to systems. Council programs and publications have offered methods and policies since the beginning, but the real point has been to make all teachers more effective in the classroom. We must know our craft as teachers, we must know our subject, but we must know even more: we must know how to care intelligently.

In that context we are particularly grateful to the people who have written to their teachers—and for our inspiration. They and others with many different kinds of talent are our reasons for facing another day in another class. We thank them for encouraging us.

Richard Lloyd-Jones
University of Iowa
President, 1986
National Council of Teachers of
English

MADELEINE L'ENGLE

The English teacher who made the most significant impact on my life was Margaret Clapp, during her first teaching job at Todhunter School in New York. I was in the sixth grade, and she was the first person in all of my school life to see any potential talent in this shy, introverted child.

I must have written hundreds of stories for her, and I will always be grateful. As you probably know, she went on to be President of Wellesley College. Margaret Clapp was interested enough in this young nonachiever to give me extra reading to do, extra writing assignments, and to give me, for the first time, faith in myself as a person and as someone who was going to be a writer. Since my fifth-grade teacher had put me down as "not very bright" and accused me of copying the poetry I wrote (it was my own), Miss Clapp's affirmation was all the more important. She was a vibrant example of the fact that one does not teach a subject, one teaches a child. I will never forget all that she taught me.

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The cover and pages from *A Celebration of Teachers*. The foreword and preface explained the motivation behind publishing the anthology. Page 22 contained Madeleine L'Engle's contribution.

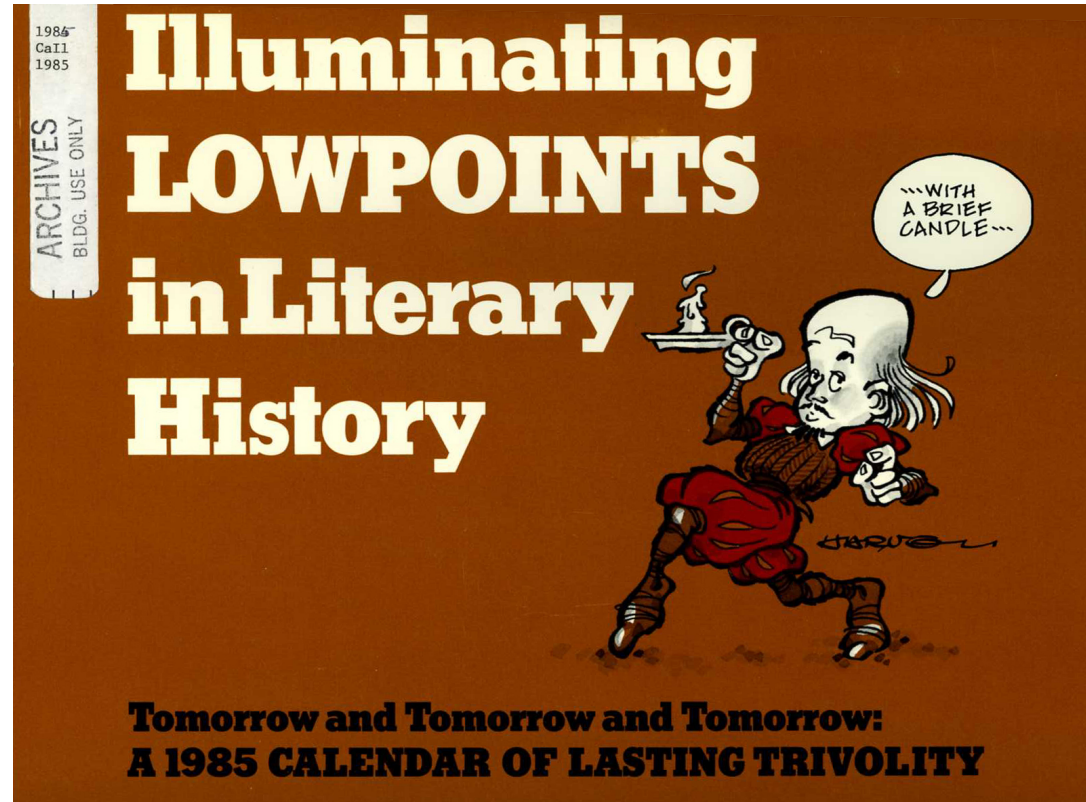
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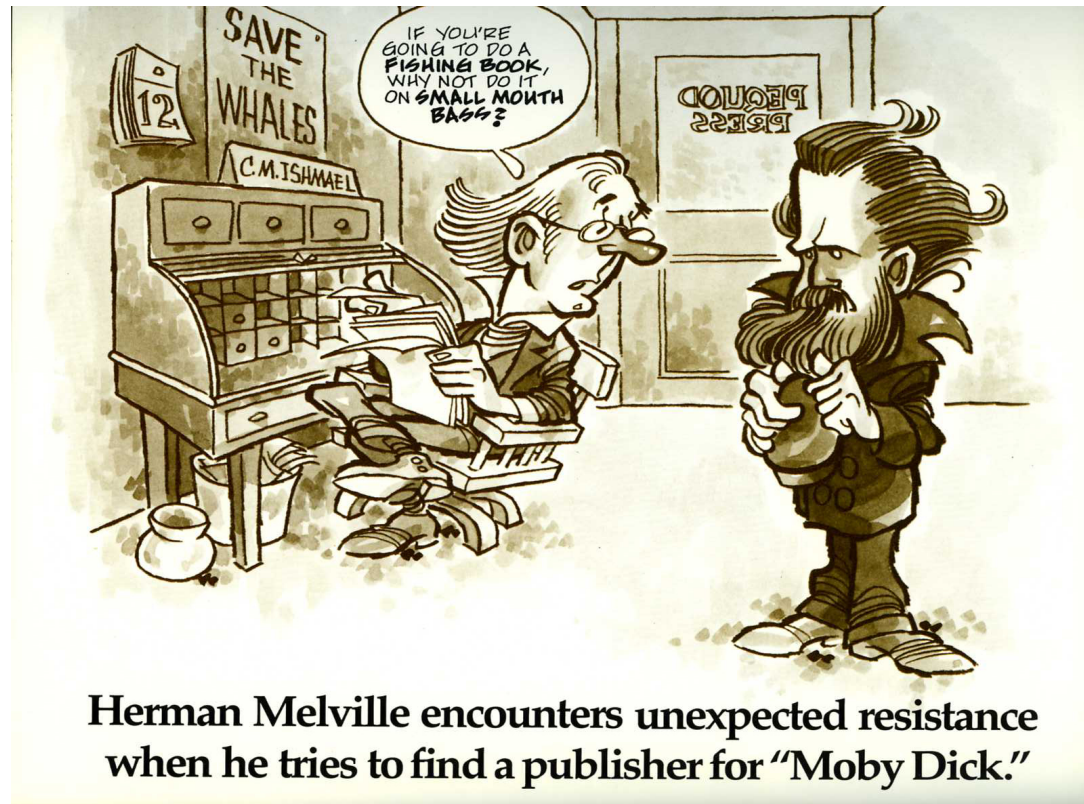
NCTE Calendar, "Illuminating Lowpoints in Literary History"

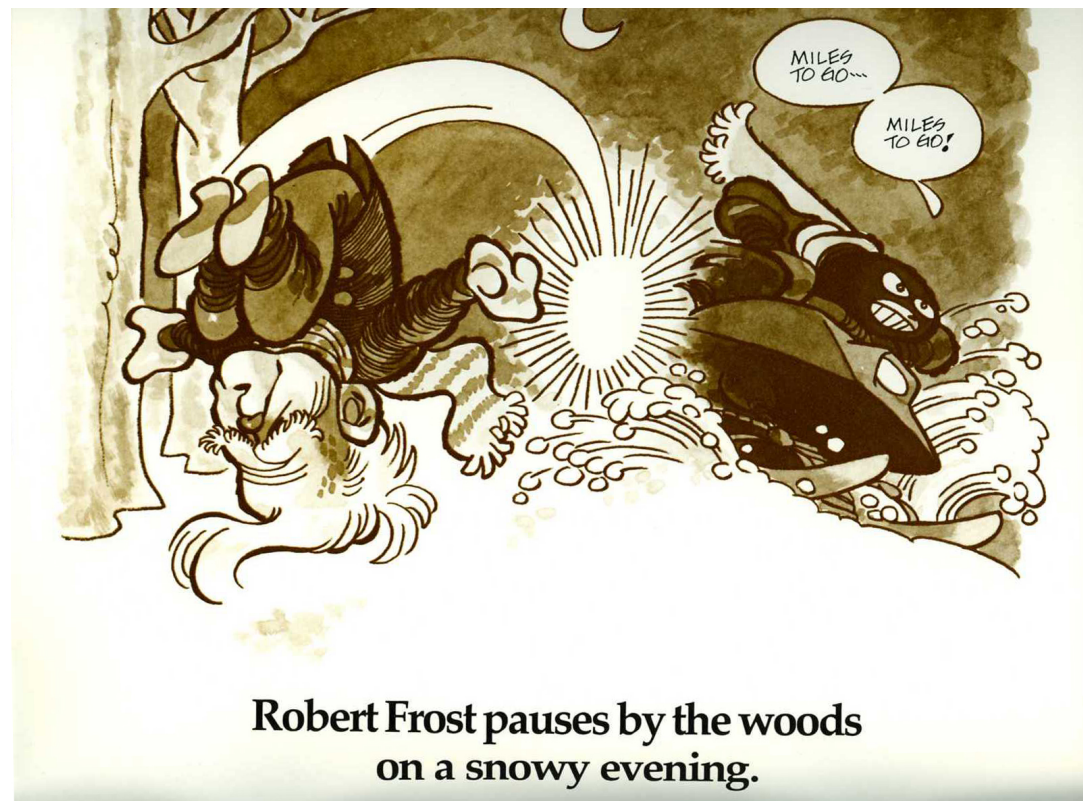
Coinciding around the time of NCTE's Diamond Jubilee, the Council released the calendar, "Illuminating Lowpoints in Literary History." Drawn by Robert C. Harvey and "aided and abetted by fellow NCTE staff members Mark Anderson, Robert Hogan, and Paul O'Dea," this calendar lampooned legendary writers and poets, including William Shakespeare, Herman Melville, and Robert Frost.

Item: NCTE Calendar, "Illuminating Lowpoints in Literary History" (1985)

To learn about related material, see the following record series: [15/71/824](#)







**Robert Frost pauses by the woods
on a snowy evening.**

The 1985 NCTE calendar depicts humorous caricatures drawn by Robert C. Harvey, an NCTE member and cartoonist.

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