

5. KNOWLEDGE AND SKILL IN THE TEACHING OF ENGLISH

Minimal	Good	Superior
Some understanding of basic principles of educational psychology	Knowledge of educational psychology, especially of the learning process and adolescent psychology	Competence in the knowledge and application of educational psychology; detailed knowledge of the stages of language growth in children and youth
Introductory knowledge of American secondary education	Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective	
A basic understanding of the content, instructional materials, and organization of secondary English programs	A good understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program	A thorough understanding of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program; knowledge of principles of curriculum development in English
A basic knowledge of ways to teach English, with an awareness of the importance of developing assignments that guide students in their study of language, written and oral communication, and literature	A wide knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature	A thorough knowledge of the most effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop sequential assignments that guide, stimulate, and challenge students in their study of language, written and oral communication, and literature
Some knowledge of corrective and developmental reading techniques	Moderate knowledge of corrective and developmental reading techniques	A relatively thorough knowledge of corrective and developmental reading techniques
Understanding of basic principles of evaluation and test construction in English	Broad understanding of basic principles of evaluation and test construction in English	Thorough understanding of basic principles of evaluation and test construction in English

CALENDAR OF EVENTS

April 16	Spring Meeting, Minnesota Reading Association	Red Wing
May 2	Proposals for 1967 Summer Institutes Due	U.S.O.E.
6-7	Spring Convention, Minnesota Council of Teachers of English	Bloomington
June 13-17	Annual Conference on Reading	Concordia College, Moorhead

FROM THE EXECUTIVE SECRETARY

Anna Lee Stensland

The Advisory Board and Executive Committee met Saturday, February 26, 1966, in the Third Floor Lounge of Murray Hall at the College of St. Thomas at St. Paul. Perhaps the most encouraging aspect of the meeting was what appeared to be a new-found vigor on the part of the MCTE committees.

The ARTICULATION COMMITTEE reported plans for a study which would relate what is happening in high school English to what is happening in college freshman English and the English methods courses.

The CURRICULUM COMMITTEE is at work on an annotated bibliography on linguistics and a booklet of basic readings in linguistics.

The MEMBERSHIP AND PROFESSIONAL RELATIONS COMMITTEE is preparing a list of resource people as speakers and consultants, which may be available at the spring conference.

The new COMMITTEE ON ELEMENTARY PREPARATION is concerned about the need to communicate to the colleges and to the public about trends in the language arts in the elementary school. Few recent elementary graduates have had courses in language; few are competent in speech. It was suggested that perhaps an articulate elementary teacher might discuss the needs with college teachers at the spring conference.

The RESEARCH COMMITTEE will attempt to discover what Minnesota schools have curricula and at what price they can be obtained.

The CONSTITUTION COMMITTEE is suggesting a change in procedures for nominating candidates for MCTE offices. A copy of this suggested change appears with registration materials for the spring conference.

MUCH OF THE WORK of Council committees requires that the membership reply to requests for information. Nothing is more annoying to a busy teacher than the appearance of a questionnaire in the mail. Only a few ways exist, however, through which our organization can find out what is happening in the English classrooms of the state and what the concerns of the state's English teachers are. We hope that you will respond cheerfully and honestly. The Council and its committees can serve you better if you do.