This 906-item bibliography was developed to explore the possibility of using a Key-Word-in-Context (KWIC) index to retrieve references in English Education. Although the emphasis of the bibliography is on English teacher preparation, a few items in such areas as grammar, rhetoric, and usage are included, primarily to explore the capabilities of the KWIC index. The references in the bibliography are listed sequentially by accession number, and access to the references is by way of the KWIC-index or author index. Appendices include a taxonomy of English Education and a "Bibliography of ISCPET Reports and Materials." [Not available in hard copy due to marginal legibility of original document.] (Author)
KWIC-INDEX BIBLIOGRAPHY
OF SELECTED REFERENCES ON
THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

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U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

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Bureau of Research
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ISCPET'S KWIC-INDEX BIBLIOGRAPHY

INTRODUCTION

This BIBLIOGRAPHY is the result of a small study to determine the feasibility of using a computerized Key Word in Context (KWIC) Index system on selected references in English Education. Time and money ran out before the full feasibility of such a bibliography could be determined. Also, recent developments in the retrieval of information, the availability of bibliographic materials from the various ERIC's and the occasional state-of-the-arts papers make the preparation of materials such as KWIC-Index Bibliographies less urgent. Nevertheless, this BIBLIOGRAPHY is published "as it is" and distributed in limited numbers for what use can be made of it.

Someday it will be possible to sit at a working desk and have at the right a small console with a typewriter keyboard, TV screen, input and output slots, a telephone, and other gadgets, all connected to several computers throughout the country. By pressing a certain key, after typing a certain message, it would be possible to see visibly on the TV screen annotated entries of bibliographies compiled by various individuals and organizations throughout the world. At the press of another button, the material rolling upwards on the screen at a comfortable reading speed would come to a stop. And a few minutes after pressing another button, the material halted on the screen would slip out of the output slot in the pre-selected number of copies. Reviewing related research would be a less-lonely task and working with "hot media" could motivate as well as assure a most up-to-date awareness of past and current research.

ISCPET's KWIC-INDEX BIBLIOGRAPHY had as its primary objective to be of service to its forty institutional representatives, to the ad hoc committee members of ISCPET's participating institutions, and to other persons concerned with English Education. Specific objectives were:

1) To achieve current awareness of

a) articles in professional journals applicable to English Education;

b) published books, pamphlets, leaflets, etc., applicable to English Education;

c) unpublished papers, pamphlets, etc.;

d) information available from ERIC Clearinghouses;

e) information disseminated by research and development centers;

f) institutional research projects;

g) individual research projects.

2) To facilitate an active retrospective search.
ISCPET's Special Research Studies covered a wide range of topics within English Education. Its BIBLIOGRAPHY attempted to include references which would be of specific application to a great many interests. However, the central issue in English Education with which the Special Research Studies were concerned was preparation of secondary school teachers of English. Although the BIBLIOGRAPHY includes references on items such as usage, teaching the disadvantaged, or teaching English grammar, the primary emphasis is on English teacher preparation. Of course, the concerns of those who prepare secondary school English teachers include also the teaching of all areas of English. Thus, the inclusion of items on content in a bibliography on method is not totally amiss. Also, a wide variety of topics and references were needed in the BIBLIOGRAPHY for experimentation with the KWIC-INDEX. However, after the working copy of the BIBLIOGRAPHY's Taxonomy was well on its way, it was realized that complete coverage was an impossibility.

PREPARATION OF THE BIBLIOGRAPHY

An information sheet was prepared for each reference to be included in the BIBLIOGRAPHY. (A sample is attached as Appendix I.)

Input IBM data cards were then prepared from the information sheets, following the indicated restricted card format. Five major cards were prepared for each bibliographical entry: 1, author card; 2, title card; 3, source card; 4, KWIC-INDEX card; and 5, abstract card.

The number 4 cards which carry special codings before key words were not processed with the other cards. Rather, they were assembled and processed through a 1620 computer. The output data cards produced by the computer then became the KWIC-INDEX.

ISCPET'S TAXONOMY OF ENGLISH EDUCATION

ISCPET's Taxonomy of English Education was an attempt to outline the major areas of knowledge in English Education. It was designed to serve as a guide for the selection of key words and the preparation of the KWIC-INDEX. Such a taxonomy was needed in order to accommodate synonyms such as "teacher education" and "teacher preparation." Also, numbers could be assigned to the subject categories in the Taxonomy, and the computer could then automatically prepare a numerical-subject categorization of bibliographic entries. The Taxonomy is reproduced here (see Appendix II) as background information. The useful relationship of such a taxonomy with the KWIC-INDEX has not been completely explored.
FORMAT OF THE BIBLIOGRAPHY

Essentially, ISCPET's KWIC-INDEX BIBLIOGRAPHY does not differ greatly from a regular bibliography. The important differences are obvious. References are listed sequentially by an identifying accession number and access to the references is by way of the KWIC-INDEX. There are few deviations from the customary printings of bibliographies. We have attempted to keep the deviations in the bibliographical entry data to a minimum because of the current instability in the format for computerized bibliographies. Further, confusion might arise over such things as volume number, or page number, if a unique format were used. Adaptations were made primarily because of limited space on IBM data cards. Most punctuation has been omitted, and the punctuation symbols used vary with data cards and computers. In this BIBLIOGRAPHY, parentheses are read as "(" and ")"; and an apostrophe appears as "'". When an author's name is listed, his last name appears first. When there is more than one author, each is usually given a separate entry line. Editors are designated by "ED" following their names. The title of the reference is given next. (One can determine by the source if the reference is a book or an article.) The source of the reference is given on the line after the title. At the extreme right of each line is the accession number for that particular bibliographical entry.

HOW TO USE THE BIBLIOGRAPHY

Using ISCPET's KWIC-INDEX BIBLIOGRAPHY is comparable to using any subject index. Each reference is listed by Key-Word-in-Context in the INDEX. To the right of each INDEX entry is the accession number, which corresponds to the numbered entry in the Accession Bibliography.

An Author Index has also been prepared. Here again, the accession number which refers to the bibliographical citation appears to the right of each author's name. If an author was not listed for the reference, the title of the item, with accession number, appears in the Author Index.

FUTURE OF THE BIBLIOGRAPHY

It is hoped that additional work can be done on the BIBLIOGRAPHY at some future time. It needs to be updated periodically, expanded retrospectively, and tightened taxonomically. More work needs to be done on the KWIC-INDEX in relationship to the Taxonomy. Individual reactions to this BIBLIOGRAPHY are sought. Personal comments as to the useability of the BIBLIOGRAPHY and to possible ways of improving it are also requested.
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| Perrine Lawrence      |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
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| Pfitzer D             |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| Philbrick Norma       |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| Phillips G D          |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
| Piche G L             |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |
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RUSSELL CHARLFS H  SEE MCGRATH, EARL JAMES
RUSSELL DAVID H
RUSSELL DAVID H
RUSSELL JAMES E
RUSSO F X
RUTH L
RYAN KEVIN
RYAN LAWRENCE V
RYAN MARGARET  SEE LOBAN W R
RYAN O
RYAN W C

SAMALONIS B
SAMS H W
SANDEFUR WALTER
SANFORD NEVITT ED
SARASON SEYMOUR BERNARD
SARNER D S  SEE SPIELMAN H S
SARTAIN HARRY
SAUER EDWIN H
SAUER EDWIN H
SAUNDERS JACK  SEE ROUSH D C
SAXE RICHARD W
SCANNELL W J  SEE MAXWELL J C
SCHEFFLER ISRAEL
SCHIFF LILLIAN
SCHILLER P
SCHILSON D L
SCHOER LOWELL  SEE BRADDOCK, RICHARD
SCHOOL IMPROVEMENT THROUGH SELECTIVE TEACHER RECRUITMENT
SCHOOL UNIVERSITY TEACHER EDUCATION CENTER
SCHROTH EVELYN
SCHULER HERBERT
SCHUNERT JIM  SEE ALCON, MARVIN D
SCHWARTZ JOSEPH
SCHWARTZ SHEILA
SEARLES JOHN R
SEARLES JOHN R
SEBALY ALVIS LEO
SELECTED BIBLIOGRAPHY FOR SUPERVISING TEACHERS
SELMAN H M  SEE CHESIN G A
SHADES C T
SHAFER ROBERT
SHANE H G
SHARPLESS F PARVIN
SHIPMAN M D
SHoemaker Francis
SHUGRUE M F
SHUGRUE M F
SHUY ROGER E
SIMMONS J S G  SEE BURTON, D L
SIMON SIDNEY B  SEE RATHS, LOUIS E
SIMPSON RAY H  SEE SOARES, ANTHONY
SISK J C  SEE LEWIS, J S
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WHERE THE COURSES ARE — COLLEGES OFFERING COURSES NECESSARY TO QUALIFY FOR SPECIALIST TEACHING POSITIONS — STATE-BY-STATE LIST AND SUBJECTS THEY OFFER

131
WHITE CHARLES A
WHITE HELEN C
WHITE WILLIAM F  SEE COPELAND, J PAUL
WHITELEY JOHN M  SEE MOSHER, R L
WHITTED DOROTHY
WHY TEACHER CAN'T TEACH
WIGGINS SAMUEL PAUL
WILCOX T W
WILDE WARREN E  SEE PELTON CLAIRE L
WILES KIMBALL
WILEY A N
WILEY AUTREY NELL
WILKINSON A
WILLIAMS C S
WILLIAMS ELIZABETH
WILLIAMS F I
WILLIAMS MAURICE C
WILLIS D E
WILSON CHARLES HAROLD
WILSON N W  SEE MACDONALD D W
WILSON S
WING RICHARD  SEE BURTON, WILLIAM
WODTKE KENNETH H  SEE WALLEN N E
WOELLLNER ELIZABETH H
WOLF DON M
WOOD DOROTHY A
WOOD M AURILLA  SEE WOELLLNER, ELIZABETH
WOODRING PAUL
WOODRING PAUL
WOODRUFF A
WOOTTON L R
WORK WILLIAM
WORKLOAD OF A COLLEGE ENGLISH TEACHER-A PROPOSED STATEMENT
OF POLICY
WORKSHOP EVALUATING STAFF PERFORMANCE
WRIGHT M R
WYKOFF GEORGE S

XAVIER SISTER MARY

YAMAMOTO KAORU  SEE DAVIS O L
YAUCH WILBUR A
YOU MAY SOON BE TEACHING THE NEW ENGLISH

ZACHARIAS J R
ZAHORIK J A
ZIDONIS F J
ZIDONIS FRANK J
ZIMANSKY CURT A ED  SEE GERBER JOHN C
ZIMMERMAN D
ZOLLINGER M  SEE DAWSON M A

LISTED IN AUTHOR INDEX %ALPHABETICALLY< BY TITLE
NO AUTHOR

ED000-062

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APPENDIX II: ISCPET'S TAXONOMY OF ENGLISH EDUCATION (WORKING COPY)

CONTENT

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<th>TEACHING METHODS (of content)</th>
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LITERATURE

(century?)
American
English
World
poetry
drama
diction
novel
short story
(auto)(bi)ography
essays
oratory
letters
folk tales
satire
humor
criticism
stylistics
rhetoric (?)
mythology
classical (traditional)
adolescent
children's

COMPOSITION

rhetoric (?)
Discourse (?)
Evaluative
Narrative
Expository
Descriptive
Argumentative
Directive (how to)
Imaginative
Process (creation)

COMPOSITION

motivation
prevision
revision
sentence to
paragraph to
composition
evaluation
### Educational Objectives

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<th>CONTENT SKILLS (development of)</th>
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TEACHERS

Certification of
Characteristics of
Personality of
Qualities of
Personal
Teaching
Motivating
Professional
Effectiveness of
Rating of
(Evaluation of)
Interpersonal relations of
with
pupils
parents
peers
profession
Recruitment of
Retention of
Skills of
Role of
Attitudes of
Ethics of
Competencies of
(Performances of)
Influence of
Observations of
Behavior of
Screening of

TEACHER PREPARATION

CONTENT (see Lang. Lit. Comp.)
PROFESSIONAL EDUCATION

Education
History of
Philosophy of
Psychology of
Sociology of
Comparative
Economics of
Anthropology of
Aesthetic
Interpretive studies of
Method in content
Method in media use

Student teaching
Micro-teaching
Observation/observing
Supervision
Clinical work
Internship
Macro-teaching (?)

RESEARCH

Active
Retrospective
Applied
Basic
Pure
Empirical
Survey
Experimental
Observational
Longitudinal
Descriptive
Follow-up
Implementation of
Consumption of
Application of
Encouragement of
Dissemination of
Support of
Organizations (Centers)

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APPENDIX III: BIBLIOGRAPHY OF ISCPET REPORTS AND MATERIALS


Fernandez, Thomas L. Oral Interpretation and the Teaching of English. (To be published by the National Council of Teachers of English, Champaign, Illinois.)


Hook, J. N., Paul H. Jacobs and Raymond D. Crisp. What Every English Teacher Should Know. (To be published by the National Council of Teachers of English, Champaign, Illinois.)

ISCPET's Illinois Teacher Rating Scales (Forms A through G).


