Compiled from lists of 10 books each which were submitted by over 200 English teachers, this listing represents the books considered the most valuable to a young, inexperienced English teacher in helping him with his teaching or in alerting him to ideas about which he ought to know. The 29 most frequently named books are listed, while every title mentioned at least three times is categorized—with bibliographical information—under five headings: (1) composition and rhetoric, (2) language, (3) literature, (4) education, and (5) English education. (JMC)
A BASIC BOOK LIST FOR INEXPERIENCED ENGLISH TEACHERS

One of the major concerns of experienced high school English teachers or anyone involved in training English teachers is giving these future teachers adequate preparations. What experiences should they have? What knowledge is essential in the many areas of English teaching? What books would be worth their time, both books on English teaching itself and books on educational problems generally?

Late last spring, the editor sent a request for help to slightly better than 300 English teachers, English Department Chairmen, and English professors, asking them to assume the following situation—what would be your response to a young, inexperienced English teacher who asked you what 10 books would be the most valuable reading he could do to help him with his teaching or to alert him to ideas he ought to know about. I further noted that I was not thinking of the usual anthologies or novels or plays or any particular book, only the 10 books that each individual would recommend as their first choices. I enclosed a self-addressed, stamped envelope and waited for the response. By Sept. 1, 1970, just a few more than 200 teachers had answered, and I began the tabulation. The list that shortly follows might be useful in working with in-service education for young or inexperienced English teachers, and the list might even be useful in working with experienced English teachers, one or two of whom might just possibly not have read every book on the list.

Before listing, however, certain cautions should be sounded. (1) The teachers were asked to limit their list to 10 books, and many indicated that choosing 10 out of the many choices before them did indeed cramp their style. (2) The books chosen were aimed at new or inexperienced teachers and they may not represent adequately the total universe of books of value to English teachers. (3) The speedy response of many people may suggest that they did not meditate unduly, though one person noted, "If I had spent more time on this list, it would be worse." (4) The list was limited to books widely available to these teachers before Sept. 1, 1970, and this may account for certain omissions, notably John Maxwell and Anthony Tovatt's ON WRITING BEHAVIORAL OBJECTIVES IN ENGLISH (just published this spring). (5) The books listed were aimed at English teachers, though many of the books would apply to virtually all teachers in the secondary school.

The books most frequently listed in order were (number of votes are to the left):

(49) Neil Postman and Charles Weingartner, TEACHING AS A SUBVERSIVE ACTIVITY
(43) John Dixon, GROWTH THROUGH ENGLISH
(29) Walter Loban, et.al., TEACHING LANGUAGE AND LITERATURE, 2nd ed.
(23) S.I. Hayakawa, LANGUAGE IN THOUGHT AND ACTION
(22) Louise Rosenblatt, LITERATURE AS EXPLORATION, rev. ed.
(21) G. Robert Carlsen, BOOKS AND THE TEEN-AGE READER
(20) James Moffett, A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM, K-13: A HANDBOOK FOR TEACHERS
(20) Herbert Muller, THE USES OF ENGLISH
(18) John Holt, HOW CHILDREN FAIL
(16) Marshall McLuhan, UNDERSTANDING MEDIA
(16) James Moffett, TEACHING THE UNIVERSE OF DISCOURSE
(14) Commission on English, FREEDOM AND DISCIPLINE IN ENGLISH
(14) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: POETRY
Although I never asked for recommendations of journals young or experienced teachers should read, many listed a journal or two as part of their list of 10 books. The following three journals were listed most frequently:

(20) MEDIA AND METHODS
  (9) ENGLISH JOURNAL
  (3) ELEMENTARY ENGLISH

The following categorized lists include every title mentioned at least three times, along with the usual bibliographical information.

COMPOSITION AND RHETORIC
  (3) Richard Braddock, et.al., RESEARCH IN WRITTEN COMPOSITION (Champaign: NCTE, 1963)
  (10) Francis Christensen, NOTES TOWARD A NEW RHETORIC (NY: Harper, 1967)
  (4) Hart Day Leavitt and David A. Sohn, STOP, LOOK, AND WRITE: EFFECTIVE WRITING THROUGH PICTURES (NY: Bantam, 1964)
  (4) Ken Macrorie, UPTAUGHT (NY: Hayden, 1970)
  (3) Ken Macrorie, WRITING TO BE READ (NY: Hayden, 1968)
  (3) Donald M. Murray, A WRITER TEACHES WRITING: A PRACTICAL METHOD OF TEACHING COMPOSITION (Boston: Houghton, 1968)
  (4) THE SENTENCE AND THE PARAGRAPH (Champaign: NCTE, 1966)
  (3) David A. Sohn, PICTURES FOR WRITING (NY: Bantam, 1969)

LANGUAGE
  (5) H.A. Gleason, Jr., LINGUISTICS AND ENGLISH GRAMMAR (NY: Holt, 1965)
  (23) S.I. Hayakawa, LANGUAGE IN THOUGHT AND ACTION (NY: Harcourt, 1964)
(6) Owen Thomas, TRANSFORMATIONAL GRAMMAR AND THE TEACHER OF ENGLISH (NY: Holt, 1965)

LITERATURE
(4) Douglas Barnes, DRAMA IN THE ENGLISH CLASSROOM (Champaign: NCTE, 1968)
(3) Stephen Dunning, et al. (eds.), REFLECTIONS ON A GIFT OF WATERMELON PICKLE (NY: Scott Foresman, 1966)
(14) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: POETRY (NY: Scott Foresman, 1966)
(8) Stephen Dunning, TEACHING LITERATURE TO ADOLESCENTS: SHORT STORIES (NY: Scott Foresman, 1968)
(3) Bertrand Evans, TEACHING SHAKESPEARE IN THE HIGH SCHOOL (NY: Macmillan, 1966)
(5) Geraldine Murphy, THE STUDY OF LITERATURE IN HIGH SCHOOL (Waltham, Mass.: Blaisdell, 1968)
(11) I.A. Richards, PRACTICAL CRITICISM (NY: Harcourt, 1929)
(6) Margaret Ryan, TEACHING THE NOVEL IN PAPERBACK (NY: Macmillan, 1963)

EDUCATION
(3) Sylvia Ashton-Warner, TEACHER (NY: Simon and Schuster, 1963)
(4) Jacques Barzun, TEACHER IN AMERICA (NY: Doubleday, 1959)
(3) Sunny Decker, AN EMPTY SPOON (NY: Harper, 1969)
(3) Caleb Gattegno, TOWARDS A VISUAL CULTURE (NY: Outerbridge, 1969)
(18) John Holt, HOW CHILDREN FAIL (NY: Pitman, 1964)
(3) Suzanne K. Langer, *PHILOSOPHY IN A NEW KEY* (NY: NAL, 1951)

**ENGLISH-EDUCATION**

(8) Stephen Dunning (ed.), *ENGLISH FOR THE JUNIOR HIGH YEARS* (Champaign: NCTE, 1969)
(8) W. Wilbur Hatfield (ed.), *AN EXPERIENCE CURRICULUM IN ENGLISH* (Chicago: NCTE, 1935)
Altogether, more than 300 books were listed, but if the beginning or experienced English teacher would limit himself to reading just those few books listed above, he would certainly become aware of the trends and ideas and curriculum developments of education generally and English teaching specifically. Certainly, several English department meetings could be built around the books recommended by these 200 English teachers. In view of the number of books listed and the complexity and abundance of ideas in these books, one comment at the bottom of one list ought to be included to wrap up this article—"A bottle of vodka might help while reading these".

(5) J.N. Hook, et al., WHAT EVERY ENGLISH TEACHER SHOULD KNOW (Champaign: NCTE, 1970)
(16) James Moffett, TEACHING THE UNIVERSE OF DISCOURSE (Boston: Houghton, 1968)
(5) Ruth Reeves (ed.), IDEAS FOR TEACHING ENGLISH: GRADES 7-8-9 (Champaign: NCTE, 1966)
(4) Mary Columbro Rogers, NEW DESIGN IN THE TEACHING OF ENGLISH (Scranton, Pa.: International Textbook, 1968)
(6) Michael Shugrue, ENGLISH IN A DECADE OF CHANGE (NY: Pegasus, 1968)
(3) Rodney Smith, CREATIVITY IN THE ENGLISH PROGRAM (Champaign: NCTE-ERIC, 1970)
(3) James R. Squire and Roger K. Applebee, TEACHING ENGLISH IN THE UNITED KINGDOM (Champaign: NCTE, 1969)
(3) Geoffrey Summerfield, CREATIVITY IN ENGLISH (Champaign: NCTE, 1968)
(12) Don Wolfe, CREATIVE WAYS TO TEACH ENGLISH: GRADES 7 TO 12, 2nd ed. (NY: Odyssey, 1966)