

English Teachers Seminar on the Teaching of English

PROPOSAL FOR AN
INTERNATIONAL SEMINAR ON THE
TEACHING AND LEARNING OF ENGLISH

A proposal for a month-long seminar involving 48 scholars in English language and literature and specialists in the teaching of English from the United Kingdom, Canada, and the United States

Total funds requested: \$174,560

Submitted by: James R. Squire, Executive Secretary
National Council of Teachers of English
508 South Sixth Street, Champaign,
Illinois 61822 (217-352-0523)

On behalf of: National Association for Teaching English
Modern Language Association of America
National Council of Teachers of English

PRESIDENT
Richard Corbin
Hunter College High School
New York, New York

FIRST VICE PRESIDENT
Muriel Crosby
Wilmington Public Schools
Wilmington, Delaware

SECOND VICE PRESIDENT
James Hocker Mason
Indiana State College
Terre Haute, Indiana

Mr. Peter Caws

2



L. C. Knights, Professor of English, Cambridge University

Albert H. Marckwardt, Professor of English and Linguistics, Princeton University

James R. Squire, Executive Secretary, NCTE; Professor of English, University of Illinois

Denys Thompson, editor of The Use of English, British Journal

Frank Whitehead, Lecturer in English, Institute on Education, Sheffield University

EXECUTIVE COMMITTEE

The Officers and
Albert R. Kitzhaber
University of Oregon
Eugene, Oregon
Glenn Leggett
University of Washington
Seattle, Washington
Virginia M. Reid
Oakland Public Schools
Oakland, California
Frank E. Ross
Detroit Public Schools
Detroit, Michigan
David H. Russell
University of California
Berkeley, California

EXECUTIVE SECRETARY
James R. Squire

ASSOCIATE EXECUTIVE SECRETARY
Robert F. Hogan

EDITORS

Elementary English
WILLIAM A. JENKINS
University of Wisconsin-
Milwaukee

English Journal
RICHARD S. ALM
University of Hawaii
Honolulu, Hawaii

College English
JAMES E. MILLER, JR.
University of Chicago
Chicago, Illinois

Abstracts of English Studies
JOHN B. SHIPLEY
Ohio University
Athens, Ohio

College Composition and Communication
WILLIAM F. IRMSCHER
University of Washington
Seattle, Washington

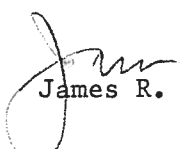
CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION
RICHARD S. BEAL
Boston University
Boston, Massachusetts
Chairman

CONFERENCE ON ENGLISH EDUCATION
Dwight L. Burton
Florida State University
Tallahassee, Florida
Chairman

The members of this planning committee, agreed on the essential need for such an international seminar and on the potential impact of its results on schools in all English-speaking countries over the next decade or two, jointly request support for the proposal. A study seminar addressed to the basic problems described in the proposal and involving top scholars and specialists in the teaching of English from Britain, Canada, and the United States would make major intellectual resources of the three countries available to school planners for the first time. By meeting in an international body, the conferees would be released also from considering the often inhibiting problems of national custom and educational system, so that they might focus entirely on the teaching and learning of our common language and literature, its essential nature regardless of country, what it should and can be. The results of such a seminar, properly disseminated through appropriate developmental activities following the conference and coming during a time of curriculum upheaval, in both countries, could change the shape of English instruction for the next two decades.

Several of the English participants, including Messrs. Whitehead, Jones, and Thompson, will be attending the annual NCTE convention in Boston during Thanksgiving week. If you or other staff representatives wish to meet with them, I shall be pleased to make appropriate arrangements. Should you require additional information of any kind or wish to discuss the proposal in greater detail, I shall be happy to come to New York.

Very truly yours,


James R. Squire

I. BACKGROUND

Recent years have brought revolutionary changes in theory and practice of English teaching in both Britain and the United States. Many changes are in progress, but much remains to be done. The total changes, past, present and coming, are not less in volume and importance than those which have been taking place in science and mathematics; they are of profound significance for the speaking, reading, writing and indeed for the development as a whole human being of every young person who will be tomorrow's adult. Will he have judgment; will his thinking in words have depth; will words serve him, or will he be inarticulate in his daily life--in his thought, feeling, and decisions?

It is almost unbelievable that the serious study of English as a subject in the curriculum should until recently have received so little attention; perhaps this is because we all speak English, and its problems have lain unobserved, like the vital document in Poe's story, under our eyes on the desk. Yet muddled thinking and poor expression can be found all around us; too often they reflect a traditional approach to English long since discarded by scholars but persisting in the schools; the old is taught without conviction because the new is not really understood. Little serious thought has been given to improvement on the scale that is needed; whether because the magnitude of the problem was not fully appreciated or because--perhaps in more recent years--it seemed too big to tackle. The contrast between the lip service paid by the community to the mother tongue and the pitiful resources and effort given to securing improvement is remarkable.

But today the situation is more promising. In the United States the great wave of educational reform sweeping through American schools during the past six or eight years has already done much to improve standards in the teaching and learning of English, even though the subject did not feel the full impact of reform until three or four years ago, when the U. S. Office of Education established Project English (now the USOE English Program). This has sought to make English, like the other subjects of the curriculum, intellectually valid; an effort has been made to plan class work in an orderly and developing sequence which should do justice both to the subject matter and to the capacity of children of various ages. The most ambitious part of Project English is found in the Curriculum Study Centers, five-year projects which are attempting to rethink the aims and pattern of the curriculum segment by segment; they are organizing new patterns of study which do justice to the underlying philosophy of the subject, taking advantage of current scholarship and yet remaining within the children's grasp. The new courses are being tried out experimentally in the classroom, evaluated, revised and tried again. Eventually the new material is likely to be published and made available nationally if it proves good enough to deserve circulation.

In the United Kingdom the beginnings of curriculum reform have come even more recently than in the United States. For a long time the curriculum has been dominated at key points by external examinations; these were supposed only to assess but in practice they influenced the teaching until much of it followed the examination syllabus blindly. The traditional essay, precis and clause analysis formed the staple diet of many classes long after their real

usefulness had become suspect. And the examinations produced textbooks which--since textbooks are long-lived--froze the curriculum still further; here was a vicious circle against which efforts to introduce more enlightened teaching on any scale were bound to fail. In effect the teacher of English had surrendered his own judgment.

Only recently have the English examinations come under a really critical scrutiny. At the same time the work of the Nuffield Foundation in the improvement of the teaching of science, mathematics and modern languages was beginning to point in the direction of English. When the new Schools Council For the Curriculum and Examinations was formed in 1964 it selected English as one of its three fields for initial study and development work, and in the course of 1965 an English Program has been considered and approved in principle. Plans have recently been drawn up for a number of centers which would concern themselves with curriculum research, development work and in-service training. But the operation is still in its infancy and has much to learn from American experience.

From the British point of view the need for closer cooperation with the United States in such matters is clear and urgent. From the American point of view it could conceivably be argued that with much going on already, would an international meeting really justify itself? Yet the communication between those in the two countries interested in English and its teaching and learning has been so intermittent and uncertain that few Americans have even considered British experience in developing their new programs. A strong case needs to be made out for any international meeting. But, as a representative group of American and English university teachers, school teachers

and others professionally concerned with English, we can only set down our conviction that we must meet to pool ideas and experience--and that quickly. Our reasons are these:

1) Many of the problems inherent in the teaching and learning of our common language are the same. Both countries, to take only one example, are currently concerned with the problem of disadvantaged children who have not been able to develop the command of language which they need for normal social and educational motivation.

2) Our differences, though real, are as illuminating and as potentially valuable for cooperative effort as our similarities. It is significant that our educational systems have in so many ways, starting from very different points of view, been coming closer together. Thus the United Kingdom is trying to provide for many the good education which till recently it could offer only to a few and has much to learn from American achievement on an altogether wider basis; conversely the United States, far more concerned with quality in education than it used to be, is beginning to appreciate the traditional British concern for just this. Perhaps the main United Kingdom successes in English have been with the achievements of quite young children; in the United States the greatest success seems to be with older students. The United States has recently been very successful in mobilizing the effective help of its university subject departments. The

United Kingdom has had some success in enlisting the initiative of practicing school teachers. Our weak points too are mutually significant. The implications for the teaching of English in England and Wales of the external examinations, already noted, may be relevant for the United States at a time when American education seems to show an increasing preoccupation with assessment. Again, the United States has recently been so concerned to achieve a properly ordered and sequential curriculum that at times this perhaps becomes overloaded with teaching material. In England and Wales, on the other hand, the tendency is to think of development in language rather more from the point of view of the developing boy or girl, while seeming to tackle the actual curriculum in what is at times a rather amateurish and haphazard manner. And perhaps our common thinking, as we reach the point of divergence, may reveal to each of us something of the hypotheses which as a rule we take for granted. All this is of course generalization, but it seems quite clear that we have more to give to each other than any of us realized before.

3) In spite of real progress none of us is satisfied. In the United States current effort is planned on a far smaller scale than, say, the main science effort, and it suffers from severe limitations; in England and Wales this is certainly likely to be the case once the program gets under way. Even more serious, many of the most important questions

about the nature of English as a school subject, its principles, limits and proper ordering have not begun to be answered; some have not even been asked. We still lack even the beginnings of a generally accepted philosophy to build on, and without this much of our effort must be arbitrary or aimless or even mistaken, however hard we try.

An international seminar on the teaching of English in the schools could bring out what we have in common, make good use of our illuminating differences, and above all--with binocular vision--take us some way into the basic thinking which is essential for any genuine improvement of the English curriculum. It would bring together a number of really good minds with an agenda which, more than any other that could be imagined, can lead us all into the heart of the English situation.

II. GENERAL PLAN OF OPERATION FOR THE SEMINAR

Because of the present stage of work and planning in curriculum revision, the seminar should be held as soon as possible. It is indeed long overdue. It ought really to have preceded the founding of Project English in the United States, but no such meeting was held, with the single exception of the "Basic Issues Conference" in 1958. This conference, though not on the scale of the one being proposed here, did good and useful work by centering attention on some 35 unsolved problems in the teaching of English. But meeting only a total of nine days over the course of six months, the conference was unable to explore at length the problems raised or to propose solutions.

The earliest feasible time for the seminar would be the summer of 1966, and the best dates the four weeks between August 15 and September 9. A time this late in the summer should make it possible for people to participate who otherwise might not because of teaching commitments during the earlier part of the summer.

As for the location, the United States seems preferable to England as a site for at least two reasons. First, a little more than half of the participants will come from the United States and Canada; locating the seminar in the United States will mean a saving in transportation costs. Second, curriculum revision of the sort being considered has been going on for several years in the United States, whereas a comparable effort in England was not favorably launched until last April. Certain consultants involved in this curriculum work, although not regular participants in the seminar, could be involved in the study for a brief interval of time.

The particular site in the United States ought to be the campus of a major college or university, with an excellent library and other facilities for the proper accommodation of such a meeting. Such accommodations must provide ample space for writing and individual study as well as large and small group meeting space. Possible sites meeting these requirements are Dartmouth College (Hanover, N. H.), Middlebury College (Middlebury, Vermont), Cornell University (Ithaca, N. Y.), and facilities at the University of California, Berkeley, or Stanford University in Palo Alto, California.

The participants would number about 40, plus an administrative staff, so as to insure both a suitable diversity of specialization and a necessary range of point of view. The seminar would be made up of approximately equal numbers of two kinds of persons, whose areas of competence will be mutually complementary. The first is outstanding scholars from the universities of Great Britain and the United States--people who are actively engaged in research within their field of interest, who have made distinguished contributions to knowledge in that field, and who are informed of research in adjacent fields as well as their own. Preferably, though not necessarily, they should already have shown an interest in the teaching of English in the schools. The second kind is persons from both countries who are intimately acquainted with the teaching of English in the schools and with the many problems that such teaching entails.

The latter group is best divided into two equal categories: experienced and expert teachers from both primary and secondary schools; and persons who are, in a broader sense, experts on the teaching of English--supervisors of student teachers, staff inspectors (in British schools), department heads, English professors or lecturers in teacher-training institutions, directors of curriculum centers in the United States.

The scholars may be divided into four groups, according to their special interest in one or another of the major aspects of the English curriculum: literary studies; language studies; oral and written composition (together with logic and semantics); and several of the social sciences that bear on the teaching of English, particularly psychology and sociology.

Three other non-administrative appointments should be made. First, someone should be found whose sole function will be to move from group to group as the seminar proceeds, raising larger or synthesizing questions that may not occur to the other participants because of their concern with more specific problems. This person should be a professor in a discipline related in many ways to English but somewhat independent of it.

The other two individuals to have general appointments would be two skilled writers whose tasks will be to move like the professor noted above, from group to group during the seminar, keeping themselves informed as fully as possible of the course of discussion, so that when the seminar ends they will be able with a minimum of difficulty to take the papers, reports, notes, and other materials embodying the final work of the seminar and cast it into suitable form for publication. One writer, to be British, will be a specialist in the teaching of English with a clear readable writing style, who will prepare a report to the profession, to be published jointly by NATE, NCTE, and MCA. This report will be cast in a form designed to elicit the greatest possible impact on curriculum development in the countries involved. The second writer would be a highly regarded American author with academic connections in an American university who would prepare a second, quite different report on the conference designed for the general reading public in

Britain and the United States. (Wallace Stegner was mentioned as a possible author of such a report.) This public report on the conference would be published in both countries by a commercial publishing house. Presumably its form and point of view would differ considerably from the report to the profession. To ensure the early completion of the reports, both writers would be released from other academic and writing responsibilities during the semester immediately following the seminar.

Three administrative appointments will need to be made also: a full-time director (American); an associate director (British); and a chairman of local arrangements (American). The directors, writers, and the executive secretaries of the three cosponsoring associations would form an advisory committee which would be responsible for the preparation and execution of the seminar and for the follow-up activities, including the publication of the reports. The advisory committee would meet twice--once prior to the seminar on the site of the conference, and subsequent to the conference in Britain when the two reports might be discussed.

Following is a list of proposed appointments, including alternates for these roles:

Director: Albert H. Marckwardt, Professor of English and
Linguistics, Princeton University

Associate Director: Frank Whitehead, Senior Lecturer in
English, Institute of Education, Sheffield University

Local Chairman: To be designated

Questioner at Large: Boris Ford, Dean of Educational Studies,
University of Sussex (Alternate: Allen Dunegan,
Professor of Philosophy, University of Illinois)

Writer (Professional): Stuart Hall, Center for Contemporary
Studies, the University, Birmingham

Writer (Book for Public): Wallace Stegner, Stanford
University (Alternates: Herbert Mueller, Indiana
University; John Hersey, Yale University; William
Stafford, Lewis and Clark College)

Advisory Committee: The Directors, writers, and

John H. Fisher, Professor of English, New York
University, and Executive Secretary, The Modern
Language Association

Esmor Jones, Chairman, Department of English, Ashmead
School, Reading, England, and Honorary Secretary,
National Association for Teaching English

James R. Squire, Professor of English, University of
Illinois, and Executive Secretary, National Council
of Teachers of English

For Tentative List of Participants, see Section IV following.

III. AGENDA FOR THE SEMINAR

The month-long seminar of scholars and specialists would be organized in four dimensions. Plenary sessions involving all participants would meet regularly to consider major concerns and issues developed by individuals and groups. Five working parties would be organized to study the five continuing areas of concern. Each member of the seminar would serve on one of these working parties. Special ad hoc committees cutting across all fields of concern would be appointed for a few hours or a few days, as necessary, to address themselves to particular issues. Finally, considerable independent study, contemplation, and writing would be necessary and possible during the month-long seminar.

Although it does not seem possible to plan an exact time schedule thus far in advance, the planning committee has identified five major issues to be studied by the working parties and considered in plenary session by the seminar. A series of 14 additional topics for consideration by ad hoc groups have also been identified (see below). To prepare seminar participants for considering such issues, five major working papers will be commissioned in advance by the Director of the seminar, one in each of the five areas to enlist the attention of a working party. Ten minor papers on selected topics to be studied by ad hoc groups would also be prepared. In addition, each seminar participant will be sent a selected list of books and publications on English teaching in the United Kingdom and U.S.A. in advance of the seminar.

During the seminar, each week might well be organized to permit consideration in plenary session for one morning each week of each of the

five basic topics, with afternoons and evenings reserved for separate meetings of working parties and ad hoc groups and for individual studies. Such an arrangement would encourage the seminar to consider the interrelationship of the various disciplines and forces affecting the teaching of English.

The five basic concerns and the following suggested list of minor topics identified for study and consideration were developed in the following form by a planning committee of British and American leaders held at the conference grounds of the University of Sussex in late October of 1965. The problems thus represent those topics which seem basic to curriculum development in English in the countries concerned, as well as the issues which might be most clearly illuminated by an international seminar of scholars and specialists.

Major Issues

Problem No. 1. What Is English?

Much of what we understand by English would be learned even if it were never taught. How can we assist and build on that learning? The rest of English (e.g. access to literature) can be taught, up to a point. Again where and what help can we offer? Unlike teachers of most other subjects, teachers of English do not start with a blank sheet. But a blank sheet, so far as English teaching is concerned, is just what many people are, sometimes totally and often deliberately, soon after leaving school. Is the rate of loss--so high compared with other subjects--something we must tolerate? Or does it suggest that we should think again about it, and ponder the findings of research?

Through English we communicate with and understand other people, come to terms with the world around us, develop as human beings. Language makes possible the intellectual and emotional growth that distinguishes us as human beings. Cf. the plight of the disadvantaged child; his potential not realised. This negative aspect is rightly noted; the positive side--what English can do--needs exploring and exploiting just as much. For example, we are told that words enable us to focus, realise and come to terms with experience. How do we translate this into classroom terms?

Words, that is, in the form of literature especially--which promotes all the three forms of growth mentioned at the beginning of the previous paragraph. Literature stands for humanity; so how can we ensure that (What? And in what ways?) literature can be made actively and forcefully influential in an age which has some anti-human aspects, with a risk of human qualities and values being lost sight of.

And this still more so in the future, when the challenge to mind and muscle that work used to offer must now be sought in leisure. What is the place of literature here--for itself and as opening up possibilities for the individual? Literature as vehicle of our national heritages? It hasn't got beyond the drawing-board stage.

The study of the English language has moved to a new plane. We need to consider the implications of the new body of language content which may have a great liberating effect on our curriculum and our students. We need to study both implications of this knowledge for direct and indirect applications.

And practical, communications English, so often complained of (but rightly?) these days? Can the teaching of communications English be separated

from the living language mentioned in paragraph one, line one? Will research be needed to test the hypothesis that it is most effectively taught as a by-product of bringing children into living contact with the best (which may be quite humble) literature within their grasp?

The concept of any subject varies from age to age. We need to examine the subject to decide the priorities for the two decades or so, in the cultural situation of the day.

Problem No. 2. What is "continuity" in English teaching?

The need for some ordered sequence, some sense of progressive and cumulative development, is felt just as much in the teaching of English as in the teaching of any other subject. Without it there will inevitably be (as there too often is today) frustration through wasteful repetitions, haphazard omissions, failure to match the difficulty of the task to the capacity of the student. Some of the blame can fairly be ascribed to faulty coordination between schools; but a more fundamental cause may be our failure to identify the principles which ought to provide English teaching with an ordered and sequential framework.

Curriculum reform in other subjects has tended to look for this rational sequence in the internal relations of the subject itself--in the inner logic of mathematical concepts or in the innate structure of ideas of a scientific discipline. Can a similar source of order be found within the disciplines of English--either literary-critical or linguistic? Or must we look rather to the fact that the acquisition of a man's mother-tongue has its own inherent and inescapable sequence, a developmental pattern whose origin and momentum comes from outside the school situation and is intimately bound up with the

individual's intellectual, emotional and social progress towards maturity? On this basic issue depends the answer to a great number of more specific questions. Should we for instance respect a child's ability to use language for various purposes to develop in a predictable sequence. Should we expect him to develop the skills of writing in a predetermined order? Do we expect a progressive sequence in the kind of response a child has to works of literature, and what implications does this have for choice of books?

Problem No. 3. One Road or Many?

In what ways can the teaching of English do justice to varying backgrounds, needs, and gifts of students? If the subject 'English' is seen as centrally concerned with what all pupils have in common--a language by means of which all, whatever their intelligence, can come to terms with themselves and their fellows--then all children should be taught in the same way. It is, however, necessary to take into account what distinguishes one pupil from another. Most language learning happens outside the English lesson; the learning of English is a collaboration between children, teacher, and society, and more should be known about the nature of that collaboration. A child's language is, from one point of view, an aspect of the linguistic demands made by his social group upon its members, and this may imply for any one child special abilities and special needs, but also special deficiencies. Failure in English, however, means more than failure in one school subject; failure in English implies personal, social, intellectual and economic failure. If deficiencies are to be remedied there is a need for deeper understanding of (a) what is meant by 'language deficiencies', (b) how these deficiencies are

created and sustained, (c) how far deficiencies are increased by the relationship of school to home, and (d) in what way language deficiencies limit the child's development over the whole range of his activities.

(Of particular importance is the development of that explicit and highly general language which is the medium of learning at the secondary level, and which is so different from the home language of many pupils that it partakes of some of the conditions of a 'second language'.) From the answers to these questions it may be deduced how the English classroom can provide those verbal learning activities that the environment denies to some children. What is further needed is an understanding of whether such teaching as answers these needs of the disadvantaged child may be held also to answer the needs of the average and outstanding child; or whether courses should vary across the ability range; and if so in what way they should vary. The further possibility remains that certain aspects of the course should be common to all pupils, while the other aspects vary with the child's needs and abilities. (The variation may be in the pace of the courses, or in the nature of the courses; and it is important to consider the implications of either of these in the context of the language uses that will be required of the pupil in his adult life.)

Problem No. 4. Knowledge and Proficiency in English

In the United States the first year of college English has sometimes been described as a course without subject matter. By implication this places the purpose and emphasis totally upon the development of proficiency in writing, reading, and in some instances upon oral discourse as well. A

parallel situation occurs in England and Wales at a rather earlier stage when the abler students in secondary school take the ordinary level examination at about 16 or the use of English examination (essential for admission to most colleges) about 18 months later; here too the emphasis is upon clarity of expression for its own sake, regardless of what is being clearly expressed. The same bias is implicit in the term language skills, at times applied to instruction in the elementary schools.

At the same time we devise lists of books which every educated person should have read, themes and motifs from classical literature, mythology, and folklore which should be recognized, verse forms, rhetorical figures, and even principles which the student should be able to define, and grammatical concepts which he should have acquired. These constitute an inventory or list of desiderata in terms of content. For many years this has posed a dilemma for the English-teaching profession and has been responsible for much of the confusion as to aims of instruction, what is to be included in the curriculum, the way in which the subject is to be taught, and in what terms the achievement of the student is to be evaluated. The lay public is likely to think of English in terms of proficiency; the profession often finds it convenient to test in terms of content. All of this has been responsible to no small degree for the confusion surrounding the initial question, "what is English?"

We cannot go very far toward a clarification of our purposes and procedures without coming to grips with this problem of knowledge versus proficiency. It is more than likely the resolution will be more complex than a simple acceptance of one alternative and a rejection of the other. Accordingly, the

issue merits consideration in the light of the several broad questions with which the conference will be concerned; the place of English in the total educational process, the ways in which language is learned and proficiency in it develops, the way in which the child learns to analyze what he reads and how his critical standards emerge.

Problem No. 5. Standards and Attitudes

The concept of a single monolithic "good English", though still in public demand to a considerable degree and satisfying to some teachers because of its pedagogical simplicity, has been rendered untenable by a half-century of linguistic research. The standard language varies to a considerable extent according to region or nation, according to the nature of the medium whether speech or writing, according to the relative formality and tone of the situation in which the language is used. These subtleties are difficult to deal with, particularly in the light of the fairly crude techniques which are usually employed in surveying, presenting, and interpreting the facts of current usage.

Very often the findings of linguistic scholarship with respect to these matters have appeared to be somewhat negative. On the surface they seem to substitute a permissive and relativistic attitude for the old certainties and virtues. This has been inevitable, perhaps, as a consequence of replacing folklore with fact, simplicity with subtlety. Yet the linguist has a greater responsibility here than he has been willing to take on, much of this in connection with an understanding and presentation of attitudes toward language.

On the one hand the teacher needs an understanding of the strength and nature of dialect variation he encounters in the children in his classes, that he may be able to teach the standard forms without stigmatizing those which may represent the folk speech of the community. He must free himself of the concept of original sin, linguistically speaking. It is equally essential that he become aware of a greater degree of variety within the standard than he has been wont to assume. He must be helped to identify priorities in what he insists upon as acceptable in view of the likelihood that he may encounter many more deviations from the standard than he may ever be able to correct. Yet, though tempered with a sense of flexibility, enlightened by an understanding of linguistic process, the concept of a standard must emerge. It is the task of the linguist to employ his knowledge of language fact positively toward this end. How this is to be achieved is a matter of serious concern to the entire English-teaching profession.

Minor Issues

The following representative problems and concerns will be included among those with which ad hoc committees will be concerned. Additional problems will also emerge from continuing study by the seminar of the five basic problems.

1. What is the role of the spoken word in the learning and teaching of English? How is the spoken word related to reading, to literature, to pedagogical approaches?

2. What are the contributions of drama and experiences in
dramatics to English instruction?
3. How can the program best provide for creative uses of English?
(Creative writing, so much valued in England as fostering
personal development and motivating excellent writing, is thought
by British teachers to offer the best road to achievement in
recording and reporting. This assumption conflicts with current
theory in the U.S.A. and needs to be carefully examined.)
4. How does a child learn English? What aspects of native-
language learning are often overlooked in considering the role
of the school. How can the teacher build upon preschool
language experiences of children?
5. Oral and Written Composition: What do we know about their
relationship to language and literature, logic, rhetoric, and
other fields?
6. Response to Literature: What is it at different stages and how
do we further it?
7. What relationship should exist in our programs between the
study of the English language and the study of other languages?
8. What does literature include? How much literature in translation
should be introduced? What criteria can be used to select litera-
ture in translation?

9. What is the responsibility of teachers of English for promoting intelligent use of the mass media?
10. What use can be made of technological innovations in English instruction?
11. What does the teacher need to know about linguistics and the structure of the English language? What are the properties of a linguistic theory such that the description of English will be the most valuable to teachers of English?
12. What is the impact of external examinations on the teaching of English? What kinds of examinations inhibit and limit our purposes? What kinds promote considerable freedom?

IV. LIST OF PARTICIPANTS

In addition to the directors, writers, and members of the advisory board (listed in Section II), the following individuals representing various scholarly fields and areas of specialization would be invited to participate for the full seminar. Because only a few individuals named have yet been approached, alternative choices are listed so that the balance suggested between scholarly and professional interests and representation from the various countries may be maintained. The individuals and fields to be represented were carefully chosen at the Sussex planning meeting by representatives from Britain and the United States after carefully reviewing the major scholarly developments in English, the questions to be examined by the seminar, and the unique qualifications of each individual.

Tentative List of Participants

Literary Studies

1. Reuben Brower, Professor of English, Harvard University
2. Northrop Frye, Principal, Victoria College, University of Toronto
3. F. R. Leavis, Professor of English, University of York, Heslington, York
4. James E. Miller, Jr., Professor of English, University of Chicago, editor of College English
5. Thomas Parkinson, Professor of English, University of California, Berkeley
6. Raymond Williams, Professor of English, Jesus College, Cambridge University

Alternatives:

Alan Downer, Professor of English, Princeton University

Phillip Broadbank, Professor of English, University of
York

Albert Guerard, Professor of English, Stanford University

Barbara Hardy, Professor of English, Royal Holloway College,
University of London

W. W. Robson, M. A., Lincoln College, University of Oxford

Ian Watt, Professor of English, Stanford University

Linguistic Studies

7. W. Nelson Francis, Professor of English and Linguistics, Brown University
8. M.A.K. Halliday, Professor of English Language, University College,
University of London
9. William LaBov, Associate Professor of Linguistics, Columbia University
10. Wayne O'Neil, Associate Professor, Harvard Graduate School of Education
11. Randolph Quirk, Professor of English Language, University College,
University of London
12. Barbara Strang, Professor of English, University of Newcastle-upon-Tyne

Alternatives:

Frederic Cassidy, Professor of English, University of Wisconsin

H. A. Gleason, Jr., Professor of Linguistics, Hartford
Theological Foundation

Michael Gregory, Lecturer, Department of English Literature,
University of Leeds

Raven I. McDavid, Jr., Professor of English, University of Chicago

R. B. Le Page, Professor of English Language, University of York

John Sinclair, Professor of English, University of Birmingham

John Spenser, M. A., Lecturer, Department of English
Literature, University of Leeds

Rhetoric, Composition, Speech, Semantics

13. Wayne Booth, Professor of English and Dean of the Undergraduate College,
University of Chicago
14. Walter Ong, S. J., Professor of English, St. Louis University
15. Donald Smith, Professor of Speech and Assistant Vice President,
University of Minnesota
16. Uriel Weinreich, Professor of Linguistics, Columbia University
(Semantics)
17. Dr. Andrew Wilkinson, Lecturer, School of Education, University of
Birmingham
18. David Holbrook, M. A., Fellow, Kings College, Cambridge (Writing,
imaginative use of language)
19. Walter Loban, Professor of Education, University of California,
Berkeley (language development)

Alternates

David Abercrombie, Reader in Phonetics, University of Edinburgh
(phonetics)

Jeffrey Aver, Professor of Speech, Indiana University

Richard Ohmann, Professor of English, Wesleyan University

Sociology, Psychology, and Related Disciplines in Social Sciences

20. Roger Brown, Professor of Psychology, Harvard University
(psycholinguistics)
21. Edward Hall, Professor of Anthropology, Illinois Institute of Technology
22. D. W. Harding, Professor of Psychology, Bedford College, University of
London
23. Martin Trow, Professor of Sociology, University of California, Berkeley

Alternates:

John Carroll, Professor of Education, Harvard Graduate School

Richard Hoggart, Professor of English, University of Birmingham

Wilson LeBarre, Professor of Anthropology, Duke University
WHESTON?

Wallace Lambert, Professor of Psychology, McGill University

E. A. Peel, Professor of Education, School of Education,
University of Birmingham

David Reisman, Professor of Sociology, Columbia University

Teaching of English and Curriculum Development in English

24. George Allen, Staff Inspector, Department of Education and Science,
Great Britain

25. J. N. Brittain, M. A., Lecturer, Institute of Education, University
of London

26. Dwight L. Burton, Professor of English and Education, Florida State
University (Director of Curriculum Study Center)

27. John Dixon, Bretton Hall College of Education, Wakefield, York

28. Wallace Douglas, Professor of English, Northwestern University

29. Stanley B. Kegler, Professor of Education and Associate Dean, College of
Education, University of Minnesota (Director, Curriculum Study
Center)

30. Albert R. Kitzhaber, Professor of English, University of Oregon (Director,
Curriculum Study Center)

31. Denys Thompson, Editor of The Uses of English: former Headmaster,
Yeovil Grammar School

Alternates:

Edward Gordon, Associate Professor of English, Yale University

Raymond O'Malley, Department of Education, Cambridge University

John McGechaen, Professor of Education, University of British
Columbia

E. G. Lewis, Staff Inspector, Welsh Department of Education, Wales

Alfred H. Grommon, Professor of English and Education, Stanford University

Paul Olson, Professor of English, University of Nebraska
(Curriculum Center)

Erwin Steinberg, Dean of Margaret Morrison College of Education,
Carnegie Institute of Technology

J. N. Hook, Professor of English, University of Illinois

Edmund J. Farrell, Supervisor of the Teaching of English, University
of California, Berkeley

Representatives of Educational Levels

32. Douglas Barnes, Chairman of Department of English, Michenden Grammar
School, London

33. Robert Boynton, Principal, Germantown Friend's School, Philadelphia,
Pennsylvania

34. Mrs. Bernice Christenson, Elementary Supervisor, Los Angeles City
Schools, California

35. Charlotte Huck, Professor of Elementary Education, Ohio State University

36. Allan Kirschner, Chairman of Department of English, Princeton High School,
Princeton, New Jersey

37. David McKay, Nuffield Fellow, Communications Research Center, University
of London

38. Michael Marland, Chairman, Department of English, Crown Woods
Comprehensive School, Eltham, London

39. Judith Ware, Lecturer, King Alfred College of Education, Winchester
(primary)

Alternates:

Anthony L. E. Adams, Churchfield Comprehensive School, West
Frome, Birmingham

Roger Prestwich, County Orme Secondary School, Newcastle under
Lyme

Charlotte Brooks, Supervisor of English, Washington, D. C. Schools

Jeanne Chall, Professor of Education, Harvard Graduate School of
Education

Marguerite Caldwell, Rincon High School, Tucson, Arizona

John A. Myers, Jr., The Hun School, Princeton

Tentative List of Consultants (2-3 days involvement)

Marshall McLuhan, Professor of English, University of Toronto

Muriel Crosby, Assistant Superintendent, Wilmington, Delaware,
Schools

Susanne Langer, Emerita Professor of Philosophy, Columbia
University

Floyd Rinker, Executive Director, Commission on English, College
Entrance Examination Board

William Work, Executive Secretary, Speech Association of
America

Ruth G. Strickland, Professor of Education, Indiana University

Francis Christensen, Professor of English, University of Southern
California

V. MAJOR OUTCOMES AND FOLLOW-UP

The seminar is planned so that its results will have a catalytic effect on curriculum development and the teaching of English at the elementary and secondary levels in the United Kingdom, Canada, and the United States. Forced by the very composition of the international seminar to consider the essential nature of English and the ways in which the subject is best learned and taught, regardless of the organization of diverse educational systems, the scholars and specialists should produce a report so essential and provocative as to affect curriculum thinking in English for the next two decades. Indeed a particular attempt will be made during the later stages of the seminar to identify "detonating" ideas, i.e., recommendations for action which may bring about basic changes in content, method, and programming in the three countries involved.

Specific follow-up activity planned at this time will occur in three phases: (1) Dissemination of recommendations by the profession; (2) printed reports; and (3) the development program to work out implications for reference for each question.

Dissemination of Recommendations:

The three organizations involved--the NCTE and MLA in the United States and Canada, the NATE in Great Britain--will assume responsibility for encouraging informed consideration of the results of the seminar. Regional meetings concerned with the thinking of the seminar may be planned by NATE through its local English groups throughout Britain. MLA with its five regional associations of college professors and NCTE with its 150 regional and local affiliates are in a unique position to plan careful consideration in the United States. Three

Canadian provincial councils are currently affiliated with NCTE and similar associations are being organized elsewhere in that country; indeed a Canadian national association is presently being considered. The recommendations of the seminar for action and change can be widely called to the attention of the profession by consideration and study planned in relation to these existing groups. Through national meetings and their various publications, the associations reach the overwhelming majority of professors and teachers of English in the three countries.

Publication of Reports:

Two separate reports on the seminar will be prepared, one for the profession and the other for the general public. To ensure clarity of expression and unity of style, the reports will be written for the seminar by single authors, each of whom will attend the full seminar, meet with the advisory committee, and be freed for writing during the full quarter immediately following the seminar. The professional report, to be prepared by a British specialist in the teaching of English with a reputation for ability to report deliberations with directness and impact, will describe the solid thinking of the seminar, the serious questions deliberated, the agreement and disagreements, and, as concretely as possible, the proposals for change, the action projects, and new directions and approaches. This report will be published jointly in Britain and North America by the NATE, MLA and NCTE.

Quite different in its essential purpose will be a public report on what the seminar discovered about the teaching and learning of English, to be written by an established professional author in America, who will attend the

full seminar, meet with the advisory committee, but will be free to organize his writing in whatever way he believes may achieve the greatest public impact. So that he will understand the nature of the seminar's deliberations, the author should be an individual with some academic connections in English. So that his report will be both readable and read, he should be an established writer well known to the reading public. The purpose of this report is to interpret to the general reader the nature of contemporary scholarship in English and the changes which may be necessary in schools to accommodate the new ideas. This book would be published commercially in Britain and the United States (possibly in a paperback edition). Half of the royalties would revert to the author; half to the development fund described below.

Development Program: To work out the implications of the seminar for each country, a development program will be organized in each country for a three-year period following the end of the seminar. The program will concentrate on activities in research, program development, and in inservice education. Proposals for immediate action, ideas for careful study, and suggested pilot studies of various kinds should be among the immediate and long-range results of the seminar. By continuing the cooperation of administrative leaders of the seminar for a three-year period, an international committee will be available to maintain liaison and stimulate projects in each country. A small fund of "seed" money--\$15,000 requested in the basic budget plus one-half the royalties from the public sales of the book--would be administered by the advisory committee to support pilot projects, occasional meetings, and the preparation of major proposals for new approaches and new

developments to be submitted for funding to such agencies as the Ministry of Education in Great Britain, the U. S. Office of Education, and the Center for Applied Linguistics and new National Humanities Foundation, Washington, D.C. The development fund would be used only to stimulate experimentation and to generate action resulting from the seminar, not to support long-range projects themselves.

VI. TENTATIVE BUDGET

1. Salaries, Honoraria, Released Time

Director	\$ 4,000.00
Associate Director	2,000.00
Local Chairman of Arrangements	1,000.00
Secretary (2 at full time for 6 mos.)	5,000.00
Professional writer	4,500.00
Released time for one quarter	\$2,500.00
Honoraria	<u>2,000.00</u>
	4,500.00
Established writer of report for parents	9,000.00
(includes released time for one semester) plus 1/2 royalties on sales	
Participants (including Participant at Large)	
40 @ \$1,000 each	40,000.00
Advisory Committee--3 each consulting	
at \$100 per day for 20 days each	<u>6,000.00</u>
	\$71,500.00

2. Travel and Per Diem

Travel for 20 British participants to	
seminar @ \$700 round trip	\$14,000.00
Travel for 27 Americans to seminar	
@ \$250 round trip	6,750.00
Per diem for conference @ \$20.00 per	
day (49 individuals, 36 days each)	35,280.00

Travel for preseminar and postseminar meetings of Advisory Committee (one meeting in USA, one in Britain; 4 Americans, 3 British)	\$ 6,650.00
Per diem for two meetings of advisory board (14 days @ \$20.00 per day)	<u>1,960.00</u>
Total Travel	\$64,640.00

3. Work Papers, Books, Consultant Help

5 major work papers @ \$200.00 per paper	\$ 1,000.00
10 minor work papers @ \$100.00 per paper	1,000.00
Books and materials @ \$10 per participant	480.00
Consultant Help (\$100 per day plus travel)	<u>5,000.00</u>
	\$ 7,480.00

4. Supplies, Equipment, Supporting Staff

Duplication of material	\$ 500.00
Communications (telephone, wireless, postage)	2,000.00
Rental of recording and transcription equipment	500.00
Supporting staff (5%) <i>on addition to 2 full time</i>	<u>7,850.00</u> <i>high</i>
	\$10,850.00

5. Follow-Up Activity

Support for pilot projects meeting	<u>\$15,000.00</u>
Total	\$169,476.00
Overhead (3%)	<u>5,084.00</u>
Total	\$174,560.00