



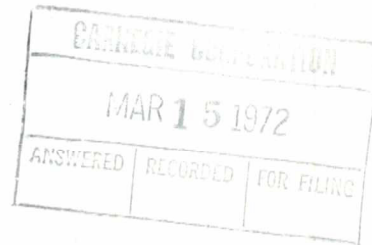
Prof. of English Educ.

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REPORT ON GRANT
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FACULTY OF EDUCATION / DEPARTMENT OF CURRICULUM & INSTRUCTION

*Natl Council of Teachers of English - Anglo-American
Seminar on the Teaching of English*
March 13, 1972

Mr. E. Alden Dunham
Executive Associate
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022
U. S. A.



Dear Mr. Dunham:

In 1966, a grant from the Carnegie Corporation to the National Council of Teachers of English, the Modern Languages Association of America, and the National Association for the Teaching of English (U.K.) made possible a historic meeting, the Dartmouth International Conference on the Teaching of English. The grant also provided for an allotment of \$10,000 for follow up activities. The administration of this function was placed in the hands of the International Steering Committee, a body consisting of representatives of the three professional associations named above, and subsequently expanded to include a representative of the Canadian Council of Teachers of English. As immediate past chairman of this committee, I take this opportunity to report on some of its activities and accomplishments over the past five years.

Probably the two main outcomes of the Dartmouth conference were that it provided the beginnings of a new context for re-examining the teaching of English at all school levels and that it dramatized the importance of international exchange in furthering education. The work of the International Steering Committee has essentially been an extension of these outcomes: It has worked for the dissemination, refinement and realization of the ideas and recommendations that emerged from Dartmouth and has sought to continue and extend the valuable international dialogue. Relevant to these, the Committee has regarded its functions as initiating and facilitating, and has used its funds principally as "seed" money.

The International Steering Committee's activities growing out of Dartmouth have been varied. At a very basic level they have been involved with the promotion of the two main reports on the Conference, by John Dixon and Herbert Muller, and the planning of strategies to ensure serious study of them as well as to facilitate the classroom testing of the ideas they embrace. However, the activities have ranged far beyond this level: To provide teachers with more detail on some of the Dartmouth concerns, the Committee commissioned and arranged to have published a series of pamphlets on such topics as Drama, Myth, and Response to Literature. To facilitate the distribution of these in the United Kingdom, it granted a loan to NATE to begin republishing these for its own members.

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Also, to bring closer the university and secondary school communities in Great Britain it provided a grant to NATE to cover part of the cost of a university and secondary school heads-of-English conference to discuss Dartmouth. The success of this endeavor led to NATE's repeating the conference the next year on its own. Dartmouth had revealed the potentialities, for English teaching, of creative drama. In order to disseminate information on this subject, the Committee first secured and made available to American teachers, through NCTE, a Series of BBC videotapes dealing with drama in the classroom, then organized and assisted an American lecture tour by Dorothy Heathcote, a British authority in the field, and finally arranged for the production of information kits on the teaching of creative drama.

The Committee's two major undertakings arising out of Dartmouth have been international conferences on the teaching of English, one held in Vancouver, Canada, in 1967 and the other in York, England in 1971. The first involving nearly 20 participants of Dartmouth in the program brought together over 600 teachers and scholars, principally from the USA, UK, and Canada. Of added significance is the fact that the Canadian Council of Teachers of English, which had been planned over several years, was founded at the Vancouver meeting and received its first funds from the Committee, \$500 from the modest profit that the conference showed. This money enabled CCTE to start the first of its annual conferences and to begin publication of a magazine, now a quarterly. The second international conference, York 1971, was planned specifically as a follow-up to Dartmouth, as an invitational meeting to consider the outcomes of 1966 as they had matured and as they might be applied in education today. York, 1971 brought together 500 participants, 200 each from the USA and UK, and 100 from Canada for a week of discussion of six topics relating to the teaching of English. Publications being planned from this conference, by the Committee, will again extend the dialogue within the international community of Teachers of English.

This dialogue has been pursued by the Steering Committee in a variety of ways. The Committee has established informal contacts with leaders in English Education in Australia and New Zealand to discuss mutual concerns and to explore the nature of any assistance which might be needed to establish national associations of English teachers in those countries. It has promoted the exchange of research reports, materials and resource personnel among the USA, UK and Canada. It has promoted international teacher exchange and has established an information service whereby the English association in each of the three countries can identify exchange teachers and offer its hospitality and services to them. The Committee has also sought to identify problems of international concern in the teaching of English and to institute studies of them. Yet another form of international exchange promoted by the Committee is related to the summer Study Tours of the United Kingdom, sponsored by NCTE and participated in annually by over 100 American teachers. Each year since 1967, one week of the tour has been devoted to Anglo-American Seminars held at New College, Oxford and at the University of York. The Seminars involve the American participants, along with an equal number of British colleagues, in rich and varied programs.

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The meetings of the committee have themselves been rich experiences in international understanding. Since 1966, six meetings have been held in the United States, Canada and the United Kingdom. Each meeting has been scheduled to coincide with the annual conference of the English association of the host country. In each case, under this arrangement, the visiting Committee members, who are also leaders in their own associations, have been enabled to gain a substantial background about English programs and English teaching in the host nation. The insights thus gained and the contacts thus made have accelerated the international exchange and have provided perspectives for re-examining and enriching English teaching in each of the three countries.

The International Steering Committee is a unique and highly successful experiment in education. Without it, I am convinced that the outcomes of the Dartmouth Seminar would not have received the attention that they deserved. Without it, our international borrowings in English might have been more faddish and less responsible. Without it, I am certain that English teaching in each of the countries concerned would have been the poorer. With the Committee, gains have been made that leaders in education would not have considered probably six years ago.

Let me offer one example of which I have intimate knowledge. As the first president of the Canadian Council of Teachers of English, after its founding in 1967, I was very much aware of our wealth in human resources and our poverty in financial. The grant of \$500 from the Steering Committee, combined with a lot of gall on our part, led, in 1968, to the first CCTE conference, attended by over 600 participants from this continent and Great Britain, and to the publication of the first issue of our magazine, now a quarterly. The initial assistance set us on our way; CCTE has grown steadily since.

In what I have said I have tried to communicate my conviction that the International Steering Committee has already played a remarkable role in English education in three countries and that the grant which made the Committee possible has produced more in meaningful achievement than a comparable investment might have in almost any other kind of educational endeavor. On behalf of NCTE, MLA, NATE and CCTE I wish to thank the Carnegie Corporation of New York for the support which gave life and sustenance to the International Steering Committee.

Yours truly,

Merron Chorny

Merron Chorny
Professor of English Education

MC:ach

cc. R.F. Hogan
Dr. M.F. Shugrue
Professor J.N. Britton

This is fascinating. I've written
to the office of the NCTE five times
trying to get a report on these fol-
low up activities and haven't received
so much as an acknowledgment since
1969. I'll now send another letter*
to Hogan (ex.sec.) to see if we can't
get a financial report and wind this
up.

I must say Professor Chorny's
committee made \$10,000 go further than
any similar sum in my experience.

Ja

*on second thought, I think I'll try
a ~~pen~~ phone call this time!