

# Ideas into Action

Contributor: Rose Lammel

## The ASCD Conference Planning Committee

TO write about "ideas into action" in relation to the work of the ASCD Conference Planning Committee is to report on a variety of activities and the involvement of hundreds of people. While the Conference Planning Committee, an appointed group with a membership of ten, is given responsibility for coming forth with major ideas and designs for the annual conference for the Association, it can only advise. Consent lies with the Executive Committee; and, in the last analysis, the *action*, toward which all planning leads, is that which takes place as the conference, with all of its major and minor activities, scheduled and unscheduled, unfolds.

The initial idea-gathering meeting of the Conference Planning Committee sets in motion a chain of actions, all focused on bringing about a significant annual conference for the membership of ASCD. As the Committee settles down to its assignment, the first meetings are somewhat akin to a high level seminar on the issues and problems of curriculum development in the modern social scene. Suggestions from many sources are pooled as the group seeks to identify the significant ideas and critical issues, and attempts to design a suitable program for the forthcoming conference. Recent experimental developments, writings and research and practical experi-

ences are discussed. The report of the Conference Evaluation Committee on the previous conference is carefully studied. Letters from people commenting, praising, criticizing or suggesting, contribute materially. Much valuable counsel by individual ASCD members is given personally and informally.

Using all of these resources, the Committee hammers out some objectives to be sought in the forthcoming conference, some basic ideas to be considered and several program designs that could be used. A Committee report is formulated and is presented to the Executive Committee in April or May. At this time, following discussion and modifications, some major agreements are reached concerning the program for the next annual conference.

Following the basic agreements on the program within the Executive Committee, the herculean task of "getting the show on the road" becomes a major responsibility of the ASCD Executive Secretary and the staff associates in the headquarters office. Members of the Executive Committee and the Conference Planning Committee advise and assist when needed. Speakers, resource people, area coordinators, discussion leaders need to be invited. Meeting rooms need to be scheduled. Exhibit arrangements need to be worked out.

In the 1961 program, 451 names are listed as giving leadership in the job-like and discussion groups. The action involved in getting these people invited and their acceptances recorded is only one small part of the correspondence load that went into the development of that program. At this same meeting, the discussion groups alone require the scheduling of 78 rooms to be available simultaneously. The listing of people involved in making local arrangements for the conference indicates well over 100 participants. Anyone even remotely associated with any of these matters becomes aware immediately that an ASCD annual conference does not spring, full-blown, from any one person's head—or from any one committee, for that matter. It is plain to see that it requires time, and many heads and hands, hard at work, to bring a conference program into being. The Conference Planning Committee helps to set the wheels in motion.

### Ideas and Actions

With the foregoing in mind, we now turn specifically to the ideas and actions of the Conference Planning Committee for 1962 Annual Conference to be held at the Convention Center in Las Vegas. The early deliberations of the Committee revealed general agreement that: (a) the program should forge ahead with basic considerations of curriculum frontiers in the '60s; (b) the content of the program should explore, in as much depth and breadth as possible, the fundamental problems, issues and present-day controversies relating to curriculum development; (c) progress in developing curriculums of quality and balance, appropriate to values held by our society as important, should be analyzed; (d) creative experimentation and per-

### Social Aspects of Education: A Casebook

by Edward T. Ladd, *Emory University*, and William C. Sayres, *N.Y. State Education Dept.*

The first authentic and completely original casebook on the social aspects of education. In the Prentice-Hall Series on EDUCATION—John S. Brubacher, Editor. *Jan., 1962—App. 416 pp.—Text Price: \$5.75*

### An Introduction to Programed Instruction

by William A. Deterline, *American Institute for Research*

An introductory presentation of the principles and potentialities of auto-instructional methodology. *April, 1962—App. 160 pp.—Paperbound—Text Price: \$2.95*

### Education in Social and Cultural Perspectives

by Harold L. Hodgkinson, *Bard College*

Analysis of the theories and research studies in the five areas of importance to education. *April, 1962—Paperbound—Text Price: \$2.95*

### The Discovery of Teaching

by Cole S. Brembeck, *Michigan State University*

A stimulating and well-written introduction to teaching, combining text with actual case material. In the Prentice-Hall Series on EDUCATION—John S. Brubacher, Editor. *March, 1962—App. 400 pp.—Paperbound—Text Price: \$3.95*

### In Defense of Youth

by Earl C. Kelley, *Wayne State University*

A warm and often witty book which deals with the young person who lives in an adult-managed world. In the Prentice-Hall SPECTRUM SERIES. *April, 1962—App. 192 pp.—(\$30) Paperbound: \$1.95—Cloth-bound: \$3.95*

For approval copies, write: BOX 903



**PRENTICE-HALL, Inc.**  
Englewood Cliffs, New Jersey

*leadership through* change  
administration  
counseling

**THE PLANNING OF CHANGE**

**Readings in the Applied  
Behavioral Sciences**

Warren G. Bennis, *M.I.T.*; Kenneth D. Benne and Robert Chin, both of *Boston Univ.*

More than 100 readings, drawing on all the major disciplines of the behavioral sciences, show how planned change is created, implemented, evaluated, and maintained. Extensive critical and theoretical introductions by the editors provide continuity. (1961, 800 pp., \$8.50)

**AMERICAN HIGH SCHOOL  
ADMINISTRATION**

**Policy and Practice, 3rd Ed.**

David B. Austin and Will French (Emeritus), both of *Teachers College, Columbia Univ.*; J. Dan Hull, *U.S. Office of Education*. (Jan. 1962, 608 pp., \$7.00)

**COUNSELING**

**Readings in Theory and Practice**

John F. McGowan, *Univ. of Missouri*; Lyle D. Schmidt, *The Ohio State University*. (May 1962, 640 pp., \$7.50 tentative)

**Holt, Rinehart and Winston, 383 Madison Ave., N.Y.**

continent research should be reported and discussed.

The Committee sees the conference as providing a forum in which the membership has opportunities, in a variety of settings, to confront, and be confronted by, the pressing educational issues of our times. Lively discussions, shared experiences, clearer perspectives are some objectives sought in the program recommended. The program is designed to encourage members to:

1. Clarify affirmations and identify initiatives needed
2. Identify issues that need clarification
3. Learn of recent developments in knowledge and the implications of such for the content areas of the curriculum
4. Bring positions of conflict into sharper perspective
5. Speak clearly on questionable directions in education

6. Encourage experimentation at the local level

7. Give leadership at the local level in developing curriculums of excellence and balance.

By the time this column appears, the format agreed upon for the 1962 conference will be well known to the membership. The design makes possible throughout the five-day conference consideration of several integrating themes that can give dimension to the responsibilities of planning for appropriate quality and balance in the curriculum. These integrating strands include such considerations as:

1. The increasing significance of frontiers of knowledge in many disciplines for curriculum revision. New knowledge—new freedoms—new responsibilities. The disciplines and their place in what we ought to teach

2. Self-perception as a major facet of learning and behaving; understanding self and others

3. Social perceptions and their bearings on learning and behaving. Changing world perceptions, rising level of aspirations, intercultural and international perceptions, social responsibilities

4. Learning—creative, inventive, intuitive.

The *general sessions* are focused on these major ideas and will serve as a backdrop for the area presentations, panels and discussions. This year the area meetings are organized so as to make possible exploration in depth of some of the major curriculum areas in view of seeking improved opportunities for learning in the total school program. The *general area meetings* will include presentations by scholars in the specific fields, reports of frontier projects and of local school experimentation, and panel

discussions on the issues involved by a variety of educational specialists. The small *discussion groups* that flow from these area meetings have an opportunity to consider the implications of what has been presented for curriculum development, to share local innovations, to discuss the evaluation and research needed, and to point the way for more local school and classroom participation in improving and enriching learning in the area under consideration. The *summarizing panel*, planned for the last day of the area meetings, can serve to tie together some of the major strands of the area topics. It can serve as a feedback to the total conference group. Progress and issues can be reported, positions of conflict identified and plans for going ahead can be projected.

Additional frontiers and critical concerns are the major responsibilities of the *assemblies*. The assemblies planned

## INVITATION TO THE ROMANCE OF HISTORY!

by Lorentz I. Hansen, Ph.D. • \$3.00 a copy

You can add elective appeal to a requisite subject (for any history course) by adopting the humanized approach to the teaching and learning of history as outlined in this handbook.

Here is an easy-to-follow introduction to history for secondary school, undergraduate and adult education students. History is a hodgepodge of events to the majority of students. To make history come alive, exciting, stimulating and enjoyable, the author presents visual means to clarify the succession of events, a quantity of intriguing historical data to whet the appetite for more knowledge, some usable learning techniques, and suggestions for recall and response.

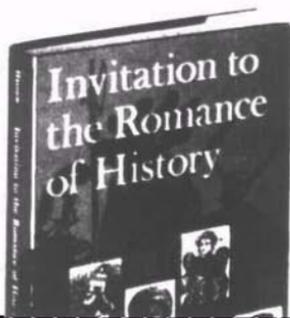
Gene E. Bartlett, Pres., Colgate Rochester Divinity School: "Dr. Hansen discloses the skills which made him such a valuable teacher. He has a gift for bringing history into perspective and making it relevant to our time."

A Memorable Gift! Enjoyable as well as informative reading for opinion makers, educators, students, women's clubs, P.T.A.'s, Sunday Schools, librarians and lecturers.

At your bookstore or from

### EXPOSITION-UNIVERSITY BOOKS

386 Park Avenue So., New York 16, N.Y.



Exposition Press Inc. EL362  
386 Park Ave. S., N.Y. 16

Please find \$ ..... enclosed for  
copies of "Invitation to the Romance of  
History" at \$3.00 per copy.

Name .....  
Address .....  
City ..... Zone ..... State .....

by certain ASCD Commissions will spearhead forward looking ideas and practices of promise related to their special areas of concern. The *job-alike groups* can help participants clarify their roles and responsibilities in the local school systems for giving leadership to development of curriculums of significance for our times.

Several organized *social functions* appear early in the conference week as an aid to newcomers in meeting the membership and to others in renewing friendships. ASCD'ers are friendly and outgoing. The Convention Center will be a good place to make new friends and renew acquaintances.

Each year the Conference Planning Committee points up some specific considerations that need to be taken into account as the details of the conference program are evolved. Often these are problems that re-occur from year to year and there is persistent effort all around

to seek some reasonable solution. The following concerns were among those the Conference Planning Committee brought to the Executive Committee:

1. The problem of providing more adequate leadership for the discussion groups again must be given serious consideration. Is it possible to develop a more effective way of orienting the leadership group? Would a somewhat detailed overview of the conference help these people? Would it be useful to have the leadership group meet according to the areas in which they will be working?

2. More provision needs to be made to help people, especially newcomers, meet informally other conference participants. Regional receptions held early in the conference (replacing the breakfasts) might help.

3. Some members still report they do not have sufficient opportunity to know their elected leaders. The president, other

## **SYRACUSE UNIVERSITY SUMMER SESSION**

### **WORKSHOPS in PROGRAMMED TEXTBOOKS**

July 2 to August 10, 1962—6 weeks workshop

July 23 to August 3, 1962—2 weeks workshop

**Staff:**

John R. Clark

Vincent J. Glennon

Julius H. Hlavaty

Francis J. Mueller

Francis J. DiVesta

Leroy Callahan

and outstanding visiting faculty

lectures on topics in elementary school mathematics, on reinforcement learning theory, on techniques and individual help in writing a programmed text and demonstration classes daily.

### **WRITE TODAY! PARTICIPANTS LIMITED!**

Professor Vincent J. Glennon, Arithmetic Studies Center,  
Syracuse University, Syracuse 10, New York

## SUPERVISION AS LEADERSHIP

Jane Franseth, U.S. Office of Education.

This provocative study on the principles and practices of good supervision provides an understanding of the opportunities and responsibilities that supervisors have to improve our schools.

Judicious use is made of research findings and of reports of supervisory experiences throughout the country.

The book has four parts: (1) Principles of supervision, showing how they are related to our knowledge of human behavior and learning, (2) The application of principles to supervisory duties and functions, (3) Principles in practice through case studies, and (4) An evaluation of teaching practices, pupil achievement, and supervision itself. 383 pp. \$5.00

**ROW, PETERSON & CO.**  
Evanston, Ill. Elmsford, N.Y.

officers, members of the Executive Committee and Board of Directors should continue to be clearly identified in leadership roles in various aspects of the conference program in operation.

4. Encouragement needs to be given to specialists, supervisors and consultants in the various curriculum areas to participate and feel at home in ASCD. Would it be helpful to encourage luncheon groups for NSTA; NCTE; NCSS; NCTM; music, art, etc.?

5. More creative use needs to be made of the new tools of communication throughout the conference. What about closed circuit TV? Why not enliven presentations and rooms by using new machines for displaying charts, etc.? Could we use some prerecorded tapes?

And so another year's work of the Conference Planning Committee comes to a

close. Many ideas have been brought forth, some will find expression in action in the program at Las Vegas. Will it be a stimulating conference? The prognosis is good. Whether it is or not will depend not only on the planning that has gone before, but upon the quality of participation of *each* and *every* person attending the conference.

—ROSE LAMMEL, *Professor of Education, Wayne State University, Detroit; and Chairman of the ASCD Conference Planning Committee 1959-61.*

K-14

(Continued from page 363)

*Mathematics, Oklahoma.* Frontiers of Science Foundation, 1959.

17. P. C. ROSEBLOOM. "What Is Coming in the Elementary Mathematics Curriculum." *Educational Leadership*. November 1960, p. 96-100.

18. School Mathematics Study Group. Executive Director, Prof. E. G. Begle, Stanford University, California.

19. *Science Education News*. American Association for the Advancement of Science, Washington, D. C.

20. *Science Education News*. December 1960.

21. SCOTT, FORESMAN AND CO. *Studies in Mathematics Education*. Chicago, Ill., 1960.

22. J. R. STEELMAN. *Science and Public Policy*. (Report to the President.) Washington, D. C., 1947.

23. P. SUPPES. *Sets and Numbers*. Books 1A, 1C, 2A, and Teacher's Manuals. Stanford University, 1961.

24. P. SUPPES and S. A. HILL. *Mathematical Logic for the Schools*. Book 1. Stanford University, 1961.

25. University of Illinois Arithmetic Project. Director, Prof. D. A. Page, University of Illinois, Urbana, Ill.

26. University of Illinois Committee on School Mathematics. Director, Prof. M. Beberman, University of Illinois, Urbana, Ill.

27. University of Maryland Mathematics Project. Director, Prof. J. R. Mayor, University of Maryland, College Park, Maryland.

28. *Guidelines for Preparation Programs of Teachers of Secondary School Science and Mathematics*. NASDTEC-AAAS Studies, 1515 Massachusetts Ave., N.W., Washington, D. C.

Copyright © 1962 by the Association for Supervision and Curriculum Development. All rights reserved.