



**Asilomar 28**

**How Infinite in Faculties**

**September 22-24, 1978**



**Asilomar Conference Grounds  
Pacific Grove**

Curriculum Study Commission  
Central California Council of Teachers of English



## Asilomar 28

### How Infinite in Faculties

“What a piece of work is man!” Indeed, each of us—as individuals and as colleagues—is infinite. Our wealth of skills and talents, some trained, others untapped, some known, others undreamt of, accumulates beyond our spending. Like some cache within a mountain cave, it needs but our cry, “Open, sesame!”

The Curriculum Study Commission believes that the “Asilomar Experience”—this marvel of sharing and learning through group process—provides each of us with that opportunity to expand, to stretch the mind, to test an idea, to strengthen a talent, to find those riches hidden within ourselves.

Asilomar has always provided more than just Monday morning's needs for those who come to give as well as to receive, to innovate as well as to renovate, to seek new sources of talent within themselves as well as to weigh those resources they have already found. It is in this sense of *facultas*—opportunity, riches, choice, skill—that we invite you to join us in discovering our common infinitude.

Questions concerning this year's program should be addressed to:

Ernie Karsten  
1364 Grizzly Peak Blvd.  
Berkeley, CA 94708  
(415) 841-6593

Jo Fyfe  
2019 Lincoln Street  
Berkeley, CA 94709  
(415) 548-9575



September 22-24, 1978

## Program

### Friday, September 22

- 3:30 p.m. Registration begins
- 4:30-6 p.m. Informal wine and cheese reception hosted by the CCCTE Executive Board
- 7:30-9 p.m. General Session I  
ALBERT JOHNSON with a retrospective of the image of teachers in films
- 9:15-10 p.m. Group Session I

### Saturday, September 23

- 9 a.m.-noon Group Sessions II and III
- 1:30-3 p.m. Group Session IV
- 4-6 p.m. Reception
- Evening Activities ROSALIE MOORE, poet-in-residence followed by  
Readers Theater  
New and Student-tested Short Films  
Poetry Readings  
Greek and Other Folk Dancing

### Sunday, September 24

- 9-10 a.m. Group Session V
- 10:30 a.m.-noon General Session II  
PHILLIP LOPATE, poet and author

The on-site book store will be managed this year by Books Unlimited Cooperative, Inc., of Berkeley. (Maurice returns.)

## Featured Speakers

### Albert Johnson

Assistant Professor of Afro-American Studies at UC, Berkeley, he has lectured on various aspects of film at universities throughout the world. He was Program Director of the San Francisco International Film Festival for many years, and has been U.S. juror at the Berlin, Taormina, and New Delhi film festivals. A co-founder of *Film Quarterly*, he has been a frequent contributor to *Sight and Sound* and *Cahiers du Cinema*.

### Rosalie Moore

Her work has appeared in *Poetry*, *The New Yorker*, *Saturday Review*, *Yale Review*, and other magazines. Her recently published *Year of the Children* has won her nomination for a Pulitzer Prize. One of the original members of the Activists founded by Lawrence Hart in the Bay Area, she recently retired from the faculty of the College of Marin. She is currently at work on a book of short poems.

### Phillip Lopate

A poet and author of *The Eyes Don't Always Want to Stay Open*, his stories have appeared in magazines and in *Best American Short Stories 1974*. He currently teaches at P.S. 90 in New York City, and has taught at all levels, from pre-kindergarten to teenage dropouts to graduates in education. His experiences at P.S. 90 were the subject of his recent book, *Being With Children*.



# How Infinite in Faculties

## Group Sessions

### The Asilomar Experience

The uniqueness of this conference lies in what may be called "The Asilomar Experience," that phenomenon of shared giving, receiving, and growing that results from participation in group process. The experience is possible because each participant remains with the same group for the entire weekend and helps to make it a success.

Please select your group carefully—both first and second choice—and prepare to be a contributing member, thereby helping all of us to achieve the Asilomar experience. (You are asked to submit two choices in case a group has to be cancelled because of insufficient sign-up.)

Letters in parentheses following group session titles indicate grade level focus:

E	Elementary
I	Intermediate
S	Secondary
CC	Community College
C	College
G	General (all levels)

#### 1. Responding to Poetry (G)

The group will share ways of introducing and using poetry at all grade levels, and will consider the poem as experience, as a language teaching device, as a focus for discussion, and as a springboard for composition. Please bring appealing poems and successful approaches. **Suggested readings:** Elizabeth Drew, *Poetry, A Modern Guide to Its Understanding*; Oscar Fidell, *Ideas in Poetry*; Louise M. Rosenblatt, *Literature as Exploration*

#### 2. Writing Across the Curriculum (E,I,S,CC)

A followup of Spring Asilomar '77, focusing on practices that have worked and are working in elementary and secondary schools as well as in community colleges. Group members explore the use of the British Schools Council Project publications and successful writing exercises that are being developed in California schools.

#### 3. Using TV Scripts to Teach Reading (E,I,S)

Group members will learn how a TV-reading component—using scripts of TV shows—was developed and implemented as part of a school-wide reading program, grades 6-8. The rationale for the program will be explained and demonstrated from two perspectives: first, that the program is fun for students, and second, that it can be used to reinforce several psycholinguistic concepts underlying the reading process.

#### 9. The Whole-Community Classroom (G)

Presentations of innovative techniques for bringing the community to the classroom and the classroom to the community, including letter-writing across the generations; big kids, little kids writing together; and organizing a volunteer and tutorial program. Group members are urged to bring ideas, experiences, and materials they have developed in such programs.

#### 10. A Linguistic Approach to Problems of Spelling (G)

Differences between good and bad spellers, and ways to make bad spellers into good spellers. Using modern linguistic concepts, group members will explore the relationship between the English sound system and modern spelling, examining a composite of aids and ideas, developed in a college remedial program, adaptable for all levels.

#### 11. The Staging's the Thing (S)

Group members will discuss how the staging of Shakespeare's plays relates to their themes, images, and characters. The group will examine scenes from *Macbeth*, *Julius Caesar*, *Henry IV*, and *Romeo and Juliet*.

#### 12. Close Encounters With the Infinite (G)

How to be at home not only in *the* future, but in *multiple* futures. What does it mean to be human in a world of cloning, cryonics, and possible contact with extraterrestrials? The group will consider ways to use science fiction, the literature of alternatives, to explore possibilities today for the frontiers of tomorrow. Group members will exchange good teaching ideas, bibliographies, film lists, etc. **Suggested reading:** Robin Scott Wilson, ed., *Those Who Can: A Science Fiction Reader*

#### 13. Teaching Reading Through Literature and Teaching Literature Through Reading (G)

Although reading teachers and literature teachers traditionally speak from different philosophies, use different language, and read different books, they both speak to the same students. This workshop provides opportunities for them to speak to each other as well. Literature teachers and reading teachers will examine strategies enabling each to utilize the appropriate skills and ideas of the other so that reading instruction may include attention to both content and skills.

#### 14. In Pursuit of Jack London (G)

Jack London was a contradictory and enigmatic figure in literary history. Novelist, adventurer, correspondent, socialist, horticulturalist, tramp seaman, revolutionary, Californian—these are some of the aspects of London's fascinating biography. Through presentations and discussions, group



#### 4. Enchantment in the Classroom—The Uses of Folktales (E,I,S)

Group members will explore and analyze archetypal subjects and structures in traditional tales, and also examine contemporary tales that use old themes and motifs. In addition, the group will share and develop techniques for storytelling and for using folktale motifs in creative writing assignments for students K-12. **Suggested readings:** Stith Thompson, ed., *100 Favorite Folktales*; Jane Yolen, *The Girl Who Cried Flowers and Other Stories*

#### 5. Readers Theater—The Group Performance of Literature (G)

This workshop will focus on how readers theater can be employed as an effective stimulant for understanding literature and for developing skills for reading aloud. Group members will participate in exercises, discussion, and projects that will enhance their ability to convey the intellectual, emotional, and sensory experiences inherent in selected literature.

**Suggested readings:** Irene Coger and Melvin White, *Readers Theater Handbook*, 2nd ed.; Beverly Long and Lee Hudson, *Group Performance of Literature*

#### 6. Steinbeck and His Lesser Known Works (G)

Group members explore, discuss, and share ideas, background, and structure in some of Steinbeck's lesser known works. Concentration on *To A God Unknown*, *Pastures of Heaven*, and *Acts of King Arthur and of His Noble Knights*. Saturday car caravan to Corral de Tierra, Salinas, and Cannery Row. Bring cameras.

#### 7. New Titles for the Classroom (S,CC)

An exploration of recently published fiction and non-fiction by such authors as Lillian Hellman, Studs Terkel, Judith Guest, and Jessamyn West, which can be used effectively in the classroom. Group members are encouraged to bring suggested titles and ideas for teaching—both tried and untried. Discussion will focus on teaching strategies.

#### 8. Evaluating Writing Competencies (E,I,S)

Evaluating student writing as mandated by AB 65 and AB 3408. Each group member should bring a copy of local district writing competencies, and 20-minute writing samples from 20 students (topic: an object/animal to which the student has become attached over a period of time). Using holistic techniques, group members will evaluate student compositions to determine the effectiveness of various district competency statements.

members will try to come closer to an understanding of both the man and his work. **Suggested readings:** Irving Stone, *Sailor on Horseback: A Biographical Novel*; Irving Shepard (ed.), *Letters of Jack London*

#### 15. You Writing Poetry (G)

Reading and discussing works written by members of the group. Some time will be allotted to writing, but members are urged to bring copies of their own poems for group distribution.

#### 16. Modern Fantasy from Tolkien to Star Wars (G)

For both newcomers and long-time fans, a chance to share the pleasures of reading fantasy, to consider representative novels, to react to the ideas of informed critics, and to discuss topics such as fantasy's social and moral values, its roles for women, and its wide appeal. **Suggested readings:** Joy Chant, *Red Moon and Black Mountain*; Susan Cooper, *Dark is Rising*

#### 17. The Outsider Experience—Adolescence Defined Through Literature (I,S,CC)

Abstractions are defined through concrete experiences, and group members will explore how the experiences of the young people in Carson McCullers' *Member of the Wedding*, Richard Wright's *Black Boy*, J.D. Salinger's *Catcher in the Rye*, and Edmond Rostand's *Cyrano de Bergerac* help define the abstractions of "adolescent" and "nigger." In addition, the group will consider how these works can help young people to define themselves. Group members should read at least one of these four books.

#### 18. Teaching Reading and Writing Together (G)

Developing a reading/writing program through an integrated approach to teaching reading and writing as related processes—encoding-decoding processes, literature models, language-experience for all levels. Following a holistic model for developing a year-long program.

#### 19. Ursula LeGuin's Ideas for Our Time (I,S,CC,C)

Good and evil, power, brotherhood, and emerging adulthood are among the concerns of Ursula LeGuin, whether she is writing the *Earthsea Trilogy* for children or *Left Hand of Darkness* for adults. Group members will examine the ideas and style of this powerful writer of contemporary science fiction. **Other suggested readings** from among the following: *The Dispossessed*, *The Lathe of Heaven*, or *The Farthest Shore*





1364 Grizzly Peak Blvd.  
Berkeley, California 94708

Bulk Rate  
U.S. Postage  
PAID  
Permit No. 230  
Whittier, CA

## Asilomar 28

Brochure design  
creative director: Guy Joy  
designer: Kay O'Donnell  
photographer: Ken Lane

4 1/2 m-4, '78 (T6168L)