

Asilomar 29

“Only Connect...”



September 28 - 30, 1979

Asilomar Conference Grounds

Pacific Grove

Curriculum Study Commission
Central California Council of Teachers of English

Asilomar 29

“Only Connect...”

“Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, and human love will be seen at its height. Live in fragments no longer.”

—E.M. Forster
Howard's End

In this conference, perhaps more than ever before, we will be trying to make satisfying connections between our jobs, our lives, the needs of students, and the demands of society. Under the pressure of increasing fragmentation and multiple demands, we come to a weekend of good talking—of making sense, order, and connections in our worlds. Or, in Forster's words, “By quiet indications the bridge would be built and span [our] lives with beauty.”

For additional information or extra copies of this brochure, please contact:

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Orinda, CA 94563
(415) 254-6835



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Program

Friday, September 28

- 3:30 p.m. Registration begins
- 4:30-6 p.m. Wine and cheese reception hosted by the CCCTE Executive Board
- 7:30-9 p.m. General Session I
- BAY THEATRE COLLECTIVE:
a drama performance
- 9:15-10 p.m. Group Session I

Saturday, September 29

- 9 a.m. - noon Group Sessions II and III
- 1:30-3 p.m. Group Session IV
- 4-6 p.m. Reception
- Evening Activities Conversations with GERALD ROSEN, writer-in-residence
- New Short Films
Poetry Readings
Greek and Disco Dancing
- The Late Show:
(film title to be announced)

Sunday, September 30

- 9-10 a.m. Group Session V
- 10:30 a.m. - noon General Session II
- KEVIN STARR, author and columnist

The on-site bookstore, managed by **Books Unlimited Cooperative, Inc., of Berkeley**, will be open all weekend in the Administration Building.

Featured Presentations

Bay Theatre Collective

This versatile group has presented seventeen different theatrical productions in the Bay Area during the past three years, ranging from Greek tragedy to East-Indian dance-drama to original plays written by members of the Collective. Recently the group performed *Alice in Wonderland & Through the Looking Glass* in San Francisco.

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Author of the novels, *The Carmen Miranda Memorial Flagpole*, *Blues for a Dying Nation*, and a new novel, *Dr. Ebenezer's Book and Liquor Store*, Gerry Rosen has also written *Zen and the Art of J.D. Salinger*, portions of which will be anthologized in an American Library Association publication dealing with the adolescent in literature. He has also taught creative writing.

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Author of the novel, *Land's End*, Kevin Starr has recently completed his second book, *Americans and the Californian Dream*. His academic work in English has been largely concerned with American authors. He writes a column for the *San Francisco Examiner*, and was formerly Chief Librarian of the San Francisco Public Library.

Group Sessions

The Asilomar conference is built on group sharing, the participation by each person in one group that meets throughout the weekend. This emphasis on good talking, on pursuing intellectual interests together, has given the Asilomar conference its singular reputation.

Please select the group—both first and second choice—in which you will enjoy being a contributing member. (You are asked to submit two choices since continuation of each group depends on the number of sign-ups.)

Letters following titles indicate grade level focus:

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

1. Shakespeare in the Classroom: Text, Stage, and Screen (S, CC)

The new BBC Shakespeare productions on television can open up new possibilities for teaching the plays. Group members will have the opportunity to discuss uses of the TV productions, to consider other effective classroom approaches, and to examine two or three plays. Selections from taped plays will be shown, if available. A list of advance readings will be sent to early registrants.

2. Connecting Composition and Literature (I, S)

Are close reading and composing related processes? What rhetorical frameworks can be used for constructing writing assignments? This group will examine how composition assignments can grow out of the study of literary works. Group members will create writing assignments based on short works read during the weekend; they are also urged to bring along copies of literature-based writing assignments they have already constructed.

3. Sequences for Writing in Grades K-6 (E)

Both specific sequences of instruction for teaching writing and their appropriate classroom structures will be explored in this group. The resource persons will demonstrate the classroom applications of current research on writing development. Group members should bring their own successful strategies for teaching writing.

8. Making Spelling Reasonable (S, CC, C)

Skill in understanding, selecting, and spelling words involves more than just remembering synonyms and letter sequences. The internal structure of words provides clues to their literal and affective meanings, to their style level, and to the linguistic and cultural history of which they are the result. Group members will learn ways to help students remember and understand words better through several kinds of linguistic analysis.

9. Teaching with Children's Literature, K-8 (E, I)

Group members will share strategies that support reading programs, develop oral language abilities, and stimulate student writing. They will explore literature that deals with topics in social studies, science, and math, as well as current realistic concerns such as aging, the handicapped, sex roles, etc. **Suggested reading:** Iris Tiedt, *Exploring Books with Children*

10. Plays and Prose of Lillian Hellman: The Literature as Distinct from the Legend (S, CC, C)

Lillian Hellman is concerned with themes of goodness, virtue, dignity, and lack of dignity; she is intrigued with the paradox of the way things are and the way things should be as related to an "insufficiency of will." The group will consider Miss Hellman's plays as drama, rather than as polemic literature, or as an outgrowth of her life, interests, or achievements as a woman. The group will discuss her originality, her ability to write dialogue and to create character, as well as her handling of theatrical devices and situations, and will compare her work with other modern American dramatists, assessing her significance in American literature. **Suggested readings** from among the following: Lillian Hellman, *The Children's Hour*, *Another Part of the Forest*, *Watch on the Rhine*, *The Autumn Garden*, *Toys in the Attic*, *An Unfinished Woman*, *Pentimento*, *Scoundrel Time*

11. Writing As Process (G)

Group members will experience steps in the writing process that they can use with their own students: pre-writing, writing, revising, editing, writing the final draft. Going through the process, rather than merely talking about it, will allow internalization and personalization of various dynamics of writing. Group members will work through a topic to be provided at the first meeting.

4. Language Variation and Language Competence (G)

Group members will examine the nature and consequences of language variation (regional, social, Black English, and registers) and will consider the various implications for teaching reading and writing. **Suggested reading:** Johanna S. DeStefano, *Language, the Learner, and the School*

5. Poetry Workshop (G)

Group members will share and critique their own poems. Exercises designed to stimulate the writing of poetry, information about publication, and discussion of writers' problems will also be included. Please bring 10-15 copies of one or more of your poems to share with the group. (First drafts are especially useful for group critiques.)

6. Which Way to Camelot? (G)

Group members will explore, discuss, and share ideas, backgrounds, and themes in the Arthurian legends as written by Steinbeck, T.H. White, Tennyson, Malory, and others, with consideration of today's continued search for the Grail and a leader/king. A bibliography will be sent to early registrants. **Suggested reading:** John Steinbeck, *The Acts of King Arthur and of His Noble Knights*

7. Teachers as Researchers: How to Study What Happens in the Classroom (E, I, S)

The group will discuss ways of designing and carrying out research that focuses on real classroom problems, and several teachers will share their experiences in conducting such research. The intent of the discussion is to contribute to the ongoing inquiry into teaching as a recognized intellectual discipline that carries with it professional authority.

12. Reading and TV: A New Partnership (E, I)

Television can be a major resource for learning, and as such it needs to be brought into closer association with classroom subject matter. Reading especially has natural tie-ins with TV. This group will focus on classroom-tested ways (grades K-9) to use both commercial and public TV programs either during the school day or as "prime time" homework assignments. Programs will be viewed, and techniques for using them to motivate reading interest and improve reading skills will be developed and discussed.

13. E.E. Cummings: Celebrant of Life (G)

With joy and delight, Cummings plays with language to express love. Group members will discuss selected poems and view the film, "E.E. Cummings: The Making of a Poet." They are also invited to bring along other favorite poems to share. **Suggested reading:** E.E. Cummings, *100 Selected Poems*

14. Themes in Poetry: Poems to Share (G)

Group members will read and discuss poetry primarily for their own enjoyment and self-fulfillment, although there will be some attention to classroom use. The group will study a collection of poems, consider the themes of the poems, and attempt to arrive at an understanding of common themes running through them. Please bring 20 copies of two favorite poems. **Suggested reading:** Cleanth Brooks and Robert Penn Warren, *Understanding Poetry*

15. The Search for Content: Writing About Ideas (E, I, S)

This group will focus on ways that students can conduct their own research for use in writing assignments: the straightforward gathering of data (from the library and from the community) and the use of gathered information (casebook materials) for writing about ideas. Group members will discuss the problems of gathering such materials and will be given casebook examples of successful projects. Please bring copies of research assignments for discussion.

16. Multicultural Teaching (E, I, S)

Group members will share strategies for teaching concepts related to cultural pluralism in the U.S., and will deal with concerns relating to self-esteem and language variations as well as aspects of specific cultures. Emphasis will be on literature appropriate to ethnic studies in any classroom. **Suggested reading:** Pamela Tiedt, *Multicultural Teaching*

17. Short Stories of Eudora Welty (G)

Writes Ruth M. Van de Kieft about Eudora Welty: "There is no end, she seems to show us—now hilariously and now gravely—to the surprises and horrors in life." Group members will discuss the 13 stories in her collection as well as any others they wish to bring. **Suggested reading:** Eudora Welty, *Thirteen Stories*, edited by Ruth M. Van de Kieft.

18. Literature to Interest, Challenge, and Motivate the Adolescent Reader (I, S)

Group members will learn about a management system for paperback book programs in the classroom, and how such books can provide a context for teaching reading skills. The group will focus on those issues which were once considered "taboo" in print, including heterosexual and homosexual encounters, pregnancy, abortion, adolescent parenthood, incest, mental illness, and death. **Suggested readings** from among the following: Judy Blume, *Forever*; Robert Cormer, *I Am the Cheese*; John Donovan, *I'll Get There, It Better Be Worth the Trip*; Isabelle Holland, *The Man Without a Face*; Norma Klein, *It's OK If You Don't Love Me*; Richard Peck, *Are You in the House Alone?* Elizabeth Winthrop, *A Little Demonstration of Affection*

19. Teachers Writing (G)

Group members will have opportunities to share their writing, and both general and critical responses will be encouraged. Most of the writing to be shared will be done during the weekend; however, group members are asked to bring a previously written piece as well.

20. The World of E.B. White (G)

Both old and new readers of E.B. White will share the varied delights of the newly reprinted *One Man's Meat*, in which the writer sharpens our insights along with his own. Each essay celebrates human nature and other natural phenomena with warmth and humor. **Suggested readings:** E.B. White, *One Man's Meat*; *Letters of E.B. White*

General Information

Conference Fees, Registration, and Accommodations

Registration by July 1:

Participants who register early by paying all conference fees receive a \$5 reduction in the registration fee.

Registration after July 1:

Participants may either pay in full, or submit a non-refundable \$20 registration fee, with the balance due by September 14. (Please note: teachers whose school districts are subsidizing them must pay their own fees, and then obtain reimbursement from their districts.)

Members of CCCTE or any other regional affiliate of the California Associate of Teachers of English (CATE) pay a reduced registration fee.

Accommodation fee includes six meals (Friday dinner through Sunday lunch) and two nights' lodging. The fee varies with the type of accommodation requested; reservations are on a first-come, first-served basis.

A reception will be held from 4-6 p.m. on Saturday for an additional charge of \$3. (Both alcoholic and nonalcoholic beverages will be available.)

For Information

—**About conference registration**, call Sister Katharine Emery, O.P., (415) 568-0524, before June 24 or after July 22; or write to her at 3705 Dorisa Avenue, Oakland, CA 94605.

—**About CCCTE membership**, call Mary Lee Glass, (415) 327-7100, extension 6623; or write to her at Gunn High School, 780 Arastradero Road, Palo Alto, CA 94306.

Registration Form

Mail this form and your check (made out to **Curriculum Study Commission**) to:

Sister Katharine Emery, O.P.
3705 Dorisa Avenue
Oakland, CA 94605

Name _____

Address _____

number street

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