

Asilomar 30

‘The Shore of Experience’

Asilomar Conference Grounds
Pacific Grove

September 26-28, 1980



Curriculum Study Commission
Central California Council of Teachers of English

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“The Shore of Experience”

“... cosmologies are but ferries to a shore of experience beyond the categories of thought, to be abandoned on arrival.”

—Joseph Campbell, *The Masks of God*

Our arrival at Asilomar this September will mark our thirtieth year of gathering at this shore of experience, each year to abandon or recast outworn cosmologies and extend our perceptions of what it means to be a teacher of English. We gather for renewal, for re-definition, for re-designing. In the perspective of the last thirty years, we begin to see cycles and patterns emerge. Yet each year—and especially in these times—we must recast our thoughts. Through the process of group sharing which has become synonymous with Asilomar, we look within ourselves to restructure our profession out of the continual dynamic interaction of subject, student, society, and self.

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

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1475 Vista Road
El Cerrito, CA 94530
(415) 232-3704

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Larkspur, CA 94939
(415) 924-1800

The on-site bookstore is managed again this year by **Books Plus**, 3910 24th St., San Francisco, CA 94114; (415) 285-8448, and will be open all weekend in the Administration Building.

The Asilomar conference is sponsored by the Curriculum Study Commission of the Central California Council of Teachers of English, an affiliate of the California Association of Teachers of English and the National Council of Teachers of English.



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THE SHORE OF EXPERIENCE

September 26-28, 1980

Program

Friday, September 26

- 3:30 p.m. Registration
- 4:30-6 p.m. Wine and cheese reception hosted by the CCCTE Executive Board
- 7:30-9 p.m. General Session I
A Poet Among Teachers
ROBERT DUNCAN
- 9:15-10 p.m. Group Session I

Saturday, September 27

- 9 a.m. - noon Group Sessions II and III
- 1:30-3 p.m. Group Session IV
- 4-6 p.m. Reception hosted by the Curriculum Study Commission
- 8-9 p.m. Conversations with DOROTHY BRYANT, writer-in-residence
- 9:15-10:15 p.m. Concurrent Sessions
1. Readings: Poetry and Prose
—from the work of Commission members and participants in Asilomar writing groups (concurrent sessions)
2. DUNBAR OGDEN AND ACTORS FROM THE BERKELEY SHAKESPEARE FESTIVAL
- 10:30 p.m. **The Late Show**
Previews of New Short Films

Sunday, September 28

- 9-10 a.m. Group Session V
- 10:30 a.m. - noon General Session II
The Shore of Experience
JOSEPH CAMPBELL

At Asilomar 30, the Curriculum Study Commission pays tribute to **Virginia Reid** and **Violet Tallmon**, two teachers who, over the years, have made enduring contributions to English teaching in general and to the Commission in particular. By this tribute, the Commission extends its deep gratitude and appreciation to these two educators for distinguished service to our profession.

Featured Presentations

Robert Duncan

Robert Duncan, a major figure in the group that created the now-famous San Francisco renaissance of poetry in the mid-fifties, writes that "the meaning and intent of what it is to be a man and, among men, to be a poet, I owe to the workings of myth in my spirit. . . ." *The Truth and Life of Myth, an Essay in Essential Autobiography* explores the nature of man and myth, and provides us with a parallel vision of Duncan's world as expressed through his poems in his major volumes: *The Opening of the Field* (1960), *Roots and Branches* (1964), and *Bending the Bow* (1968).

Dorothy Bryant

Dorothy Bryant draws on her own experience as an English teacher in her first novel, *Ella Price's Journal*, and expands that knowledge into mythic proportions in *Miss Giardino*. *The Kin of Ata Are Waiting for You* explores the reality of the dream world. In her latest work, *The Prisoners*, examining the tensions of the changing relationship between a political activist woman and a young male convict, Dorothy Bryant again probes the nature of our various realities.

Dunbar Ogden and Actors

Dunbar Ogden and actors from the Berkeley Shakespeare Festival will present and discuss scenes from the current season: from *The Merry Wives of Windsor*, *The Tempest*, and *King Lear*. The Berkeley Shakespeare Festival, now in its seventh year as a community-based summer theater, received 3 awards from the Bay Area Critics' Circle for the 1979 season. Dunbar Ogden serves as the dramaturg for the Festival. In real life, he is a theatre historian, author, and Assistant Professor of Dramatic Art at UC, Berkeley.

Joseph Campbell

Joseph Campbell, eminent scholar and teacher, has enriched our understanding of ourselves and our relationship to literature and myth through his major works, *The Hero with a Thousand Faces*, *The Mythic Image*, and *The Masks of God*, described by Lewis Gannett as "one of those history-making syntheses of science and imagination, comparable in its way to *The Origin of Species* and *The Golden Bough*."

Group Sessions

The Asilomar conference is built on group sharing; each person participates 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
- C College
- G General (all levels)

1. The English Curriculum in the Eighties: Initiating, Resisting, and Coping with Change (G)

For teachers, department chairs, and others interested in forces shaping the curriculum—legislation, pressure groups, publishers, teacher organizations. This group will consider such areas of concern as funding, textbooks, censorship, testing, curriculum balance, and television. Resource specialist from CATE, the legislature, Advanced Placement, the State Board of Education, the State Department of Education, etc. will participate in the discussions.

2. Shakespeare: “Be the players ready?” (G)

The group will explore Shakespeare’s drama from the attitude and point of view of the director in order to see and hear the plays in the mind’s eye and ear. This approach means that every teacher—and every student—can become a director, not necessarily directing scenes, but able to read a single speech and then make important theatrical choices—about tone of voice, gesture, costume, and casting. This approach to reading the plays, demonstrated through examples from *Hamlet* and *King Lear*, can enhance students’ experience with Shakespeare in the classroom. **Suggested reading:** *Hamlet* and *King Lear* (Penguin editions, if possible)

3. The Goddess with a Thousand Names (G)

The group will explore the archetypal woman in a wide-ranging revisioning of the role of woman in literature, from myth to modern novel. Group members are encouraged to bring ideas for specific works that can be used to balance the presentation of literature in the classroom. A bibliography of readings will be developed.

8. Isaac Bashevis Singer: A Darker World (I,S,C)

The group will examine some of this Nobel Prize winner’s fiction, and will explore whether and how his dark world of imps, fools, schlemiels, lovers, and writers can be taught in the classroom. Comparisons with Styron’s *Sophie’s Choice* and Roth’s *Ghost Writer* may be appropriate to the discussion. Bring a favorite Singer story to share. **Suggested reading:** *Shosha*, *A Crown of Feathers*, *In My Father’s Court*

9. Short Story Writing Workshop (I,S)

People learn best by doing. To learn how literature works, students should write literature. Group members will work through a series of steps which will result in their (and their students’) being able to produce fully-realized short stories, and in their learning how professional writers create fiction. **Suggested reading:** G. Camp and J. Gray, *The Pleasures of Fiction*

10. Literature for a Pluralistic Society (G)

What literature best depicts the experience of ethnic minorities? What approaches to teaching the literature of a particular ethnic group can work in a classroom in which diverse heritages are represented? How can consideration of ethnic particularities reveal common concerns and qualities all groups share? Resource people representing several minorities will have literature to suggest, and group members are invited to bring examples as well.

11. Experiencing the Writing 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.

12. Lands of Fantasy: Counterworlds in the Classroom (E,I,S)

Narnia, Xanth, Prydain, Pern, Darkover, Gwynedd, Earthsea, Khendior. These are names that conjure visions of lands of enchantment, that invite all readers on magical journeys of exploration, adventure, and enjoyment. This group will explore ways to make these fantasy lands come alive and have meaning for them and their students. Group members will discuss several individual works in detail and investigate methods for creating a successful counterworld in the classroom. **Suggested reading:** C.S. Lewis, *The Lion, the Witch, and the Wardrobe*; Anne McCaffrey, *Dragonsong*

4. Toward a Balanced Curriculum, K-6 (E)

Beginning with defining a "balanced curriculum," the group will focus on balancing curriculum offerings in all content areas (often a problem with state and federal programs); integrating language arts experiences with all areas of the curriculum, i.e., reading, writing, and oral experiences across the content areas; using test information; daily planning or scheduling; and developing mini-courses.

5. Poetry Writing Workshop (G)

Group members will explore the use of language in poetry, examine the relationship between inner space and the objective world, do exercises that stimulate poetry writing, share poems with each other, and discuss publication procedures and problems. Those who wish should bring along six copies of poems in progress. (This workshop is intended for beginning as well as experienced poets.)

6. The Short Fiction of William Faulkner (S,C)

The lumber which Faulkner cut for the cupolas of his short fiction was often remeasured and reworked for the mansions of his novels. While focusing on his short works, the group will explore examples of incidents and characters in the novels that Faulkner amplified from the short works.

Suggested reading: *Collected Stories* and *The Bear*

7. The Puzzle, the Detective, the Bonus: The Appeal of Detective Fiction (I,S,C)

The group will examine the wide range of detective and mystery titles available for teaching. Focus will be on the basic appeal of detective fiction (the puzzle), the identification of reader with protagonist (the detective as hero), and the knowledge, indirectly acquired through such stories, about professions, industries, countries, social classes (the bonus). Reading lists, possible units, and an outline for a one-semester detective/mystery fiction course will be offered for consideration. Group members are encouraged to bring copies of their own outlines for units or courses for distribution. Some time will be devoted to a discussion of favorites.

Suggested reading: Dilys Winn, *Murder Ink: The Mystery Reader's Companion*

13. Nature and Beyond in Robert Frost's Poems (G)

Robert Frost was more than just a poet of nature. The group will explore themes that serve as a backdrop for many of his poems—the role of working, and Frost's ways of bringing to light the conflicts and tensions of people's lives. Group members should bring copies of their favorite Frost poem to read aloud and discuss.

14. Adolescents in Literature, Film, and TV: Motivating Reluctant Readers (I,S)

Introduction to books and films that deal with problems and concerns of adolescents, and that have importance and interest for students, especially poor readers. The group will discuss using film and TV in ways to motivate students toward reading. **Suggested reading:** Sheila Schwartz, *Like Mother, Like Me*; John Knowles, *A Separate Peace*; M.E. Kerr, *Dinky Hocker Shoots Smack*; Willa Cather, "Paul's Case"

15. From West Africa: Literature of Inner and Outer Space (G)

The group will explore the ways in which major West African writers combine both native and classical allusions in their work, moving always in the realms of both physical and symbolic space. Principal works to be discussed will include Chinua Achebe's *Things Fall Apart* (Anchor) and *Arrow of God* (Faucett); and the poetry of Christopher Okigbo (Holmes and Meir)

16. A Jeffers Pilgrimage (S,C)

Robinson Jeffers' vision of mankind's place in nature and time continues to provoke. Group members will read and discuss the poetry of Jeffers, and will consider ways to use his work in the classroom. The group will also visit Tor House, Jeffers' home in Carmel, where he lived and wrote. (Note: An additional fee of \$3.50 will be required for entrance to Tor House, payable at the door.)

Conference Fees

Registration

Early Registration (by July 1):

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

Regular Registration (by September 13):

Participants may either pay in full, or submit a non-refundable \$20 registration fee, with the balance due by September 13. (Please note: Teachers whose school districts are subsidizing them must pay their own fees, and then obtain reimbursement from their districts.)

Late Registration (after September 13):

Participants registering after September 13 should first call Sister Katharine Emery (415) 568-0524 to determine whether accommodations are still available.

Members of CCCTE or any other regional affiliate of the California Association of Teachers of English (CATE) pay the special membership rate.

Accommodations

The accommodation fee includes six meals (Friday dinner, served at 6:30 p.m., 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. (Note: Tables for non-smokers will be available in the dining room.)

Friday night box lunch

For those who cannot arrive in time for dinner, a box lunch is available from 8-9:30 p.m. in Ocean View A in the Administration Building.

Saturday reception

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 registration and accommodations, call Sister Katharine Emery, O.P., (415) 568-0524; or write to her at 3705 Dorisa Ave., Oakland, CA 94605.

—About CCCTE membership, call Marilyn Jones, (415) 530-0675; or write her at 4664 Delores, Oakland, CA 94602.

School _____

Roommate(s) _____

Please give the number of the Group Session preferred:

First Choice _____ Second Choice _____

Registration Fee	CCCTE Member	Non-member*	Please fill in amount
Early registration: (total fees, including accommodation fees, paid in full by July 1)	\$15	\$30	
Regular registration:	\$20	\$35	
Late registration: (after September 13)	\$25	\$40	\$ _____

*Check if you wish part of your registration fee to provide you with a one-year membership in CCCTE.

Accommodation Fee (prices per person)
Please check accommodation desired:

Long View/Lodge/Scripps

- 2 or 3 to a room (Lodge/Scripps) \$46
 Single \$52

Surf and Sand/Sea Galaxy/View Crescent/North Woods

- 2 to a room \$66
 3 or 4 to a room \$58
(Surf and Sand/Sea Galaxy)
 Single \$80
(View Crescent/North Woods)

\$ _____

Smoker Nonsmoker
Nonsmoker roommate, please

Off-Grounds Fee

(Monterey Peninsula residents only): \$5

A fee is charged by Asilomar for nonresidential participants. (Meals are not included; however, individual meal tickets may be purchased at Asilomar.)

Saturday Reception (optional) \$3 \$ _____

Total fees \$ _____

Amount enclosed \$ _____

Balance due (by September 13) \$ _____

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