

Asilomar 31

Literature: News That Stays News

Asilomar Conference Grounds
Pacific Grove

September 25-27, 1981



Curriculum Study Commission
Central California Council of Teachers of English

Asilomar 31

Literature: News That Stays News

Literature is news that STAYS news.

—Ezra Pound, from *ABC of Reading*

It is difficult
to get the news from poems
yet men die miserably every day
for lack
of what is found there.

—William Carlos Williams, from "Asphodel,
That Greeny Flower"

Annually at Asilomar, we re-examine those ideas and feelings that give us our strength as teachers; we search for what will outlast a season or a fad. We gather to remind one another of what lasts and what is durable. To these ends, we take our theme—literature: news that stays news.

The commonly accepted etymology for the Anglo-Saxon word "gospel" is "good news," a celebration of words that convey truth, of language that reaffirms our humanity. We remind ourselves that poetry is a "making," that the word "novel" comes from the Latin, meaning "news," and that literature underlies all of the language arts.

At its best, literature is literally news to us from the world. We read our daily newspapers to find out what happened yesterday; paradoxically, we read literature—some of it ancient—to find out what might happen tomorrow. This year, the thirty-first at Asilomar, in the face of discouragements and doubts, we hope to spread good news.

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

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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.



Program September 25-27, 1981

Friday, September 25

- 3:30 p.m. Registration opens
4:30-6 p.m. Reception hosted by the CCCTE Executive Board
7:30-9 p.m. General Session I
EVE MERRIAM, poet and playwright
9:15-10 p.m. Workshop Session I

Saturday, September 26

- 9 a.m. - noon Workshop Sessions II and III
12:30-1:30 p.m. Mystery/Science Fiction Book Exchange
1:30-3 p.m. Workshop Session IV
4-6 p.m. Reception hosted by the Curriculum Study Commission
7:30-8:30 p.m. Conversations with WILLIAM DICKEY, writer-in-residence
8:45-9:45 p.m. Concurrent Sessions
1. **Readings: Poetry and Prose**
—from the work of Commission members and participants in Asilomar writing groups
2. **A Chamber Musical Offering**
10 p.m. Concurrent Sessions
1. **The Late Show**
—film titles to be announced
2. **Seaside Singalong**
—fire circle and marshmallow roast

Sunday, September 27

- 9-10 a.m. Workshop Session V
10:30 a.m. - noon General Session II
DR. KARL MENNINGER, psychiatrist and author

Bookstore

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.

Book Exchange

Participants who bring one or more used paperback mystery or science fiction (fantasy) books may exchange with others a like number of books. Details will be provided at Registration on Friday.

Featured Presentations

EVE MERRIAM

Eve Merriam wears a number of writer's hats: playwright, social satirist, feminist historian and observer, and poet for adults and children. Her review, *The Club*, featuring women playing characters in an Edwardian men's club, received 10 Obie awards in 1977. She has also written a Broadway musical, *Inner City*, based on her satirical volume, *The Inner City Mother Goose*. Other stage and television offerings she has authored include *A Husband's Notes About Her*, based on her poetry book of the same name; *Out of Our Father's House*, based on her book, *Growing Up Female in America: Ten Lives*, also filmed for PBS; and *We the Women*, for CBS-TV. Recipient of the Yale Younger Poets Prize, she has long been known for her playful approach to language, and has written numerous children's books, including the forthcoming *A Word or Two With You: New Rhymes for Young Readers* and *Nitty Gritty City: Sidewalk Rhymes and Street Jingles*. She is also the recipient of the 1980 NCTE Award for Poetry for Children.

WILLIAM DICKEY

Poet-educator William Dickey has received national acclaim for his poetry, including the Juniper Prize from the University of Massachusetts Press for *The Rainbow Grocery* in 1978, a creative writing fellowship from the National Endowment for the Humanities in 1978-79, and the 1980 award for poetry from the American Institute of Arts and Letters. Author of several volumes of poetry, he has also published widely in anthologies, literary journals, and national magazines, including *The New Yorker*, *Saturday Review*, and *Atlantic Monthly*. His wry wit and perspicacious commentaries on life's improbabilities are well-known among both his readers and his students at San Francisco State University, where he is professor of English and creative writing. Two new poetry collections, *The Sacrifice Consenting* and *Brief Lives*, will be published this year.

KARL MENNINGER

Dr. Karl Menninger is universally acknowledged as a major figure in the history of psychiatry. As co-founder of the famed Menninger Clinic and Foundation in Topeka, Kansas, he has mastered an extraordinary variety of roles: professor of mental hygiene and abnormal psychology; consultant for penal reform and prisoner rehabilitation; advisor on public education. His active professional life has been supplemented by his authorship of hundreds of articles and speeches and more than a dozen books, including *The Human Mind*, *Man Against Himself*, *The Crime of Punishment*, and his latest, *Whatever Became of Sin?* His enormous zest for living is attested to by his love of music, poetry, and chess, and his deep interest in wildlife preservation and the culture of the American Indian. To recognize all of these notable achievements, President Carter, on the last day of his administration, awarded Dr. Menninger the coveted Medal of Freedom. As one writer has said, Karl Menninger's "unflagging energy makes the whirling dervish seem like slow motion. . . ."

Workshop Sessions

The Asilomar conference is built on group sharing; each person meets with one workshop group throughout the weekend. Although each group will have a resource person, these people are not intended to function as lecturers. Rather, it is the workshop participants themselves who help determine the direction of the discussion which evolves from the program description. This emphasis on good talking, on pursuing intellectual interests together, has given the Asilomar conference its singular reputation.

Please select the workshop—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 workshop depends on the number of sign-ups.)

Letters following titles indicate grade-level focus:

E	Elementary
I	Intermediate
J	Junior High
S	Secondary
C	College
G	General (all levels)

1. Writing in K-8 Classrooms (E, I, J)

Intended for elementary through junior high school teachers seeking information about teaching composition, including pre-writing activities, ways to develop writing fluency and expand skills, approaches to evaluation, and writing across the curriculum. Bring questions as well as ideas, books, and materials to share.

2. Images of English: The Public's View (G)

This group involves school administrators, curriculum coordinators, teachers, and parents, and features a dialogue about the various perceptions each group has of teachers and teaching. Group members will have opportunities to share views of the English language arts, including content, instruction, and evaluation.

3. Short Story into Film (S, C)

The group will examine some of the short stories televised on the recent PBS American Short Story series. Focus will be on what happens to a piece of literature when it is translated into another medium. Questions for discussion will include: Can the film version substitute for the story, or does it become a different story? Is the film an adjunct of the story or vice versa? How can we teach film literacy as well as short story literacy? **Suggested reading:** Calvin Skaggs, ed., *The American Short Story*, Vols. 1 and 2

10. Oral Language Foundations for Learning in K-12 Classrooms (E, I, S)

The group will discuss using oral language to support the development of beginning reading and writing, and will consider oral strategies for pre-writing and post-reading, interpretation of literature, and the enjoyment of language. Bring ideas to share.

11. Things I Wish I'd Asked My Father: Oral History in the Classroom (G)

This workshop will focus on ways to use oral history, including strategies for setting up a curriculum, teaching students interviewing techniques, transcribing, and charting, and how to publish a total class oral history. Group members will participate in the actual process of gathering oral histories, and are encouraged to bring along any oral history books, class projects, or activities in which they have been involved, either as teachers or interviewers. Bring a tape recorder and blank tapes. **Suggested reading:** Studs Terkel, *Working*; David Weitzman, *My Backyard History Book*; Eliot Wigginton, ed., *I Wish I Could Buy My Son a Wild Raccoon* and the *Foxfire* books

12. How to Make a Hard Text Easier to Read (S, C)

This workshop will examine factors that make texts used in English classrooms difficult for a reader to comprehend, and will demonstrate techniques for facilitating comprehension. Activities presented can serve as models for classroom use. Emphasis on reader-text interaction—pre-reading (language and concept organizers); during reading (text-based cues, monitoring procedures, teacher-pupil interaction); post-reading (comprehension, information gain, and organization for memory).

13. The Mind Has a Body of Its Own (J, S, C)

The group will explore methods for motivating the whole person, including the development of body and emotional awareness along with the intellectual stimulation necessary to understand and appreciate literature. Areas of exploration will include use of guided imagery and visualization, art forms, group and individual gestalt exercises, and body work.

14. Television in the Classroom: Developing Critical Viewing Skills (J, S)

The group will explore uses of tv-related activities to develop critical viewing skills as well as to stimulate reading, writing, and thinking. Emphasis will be on what teachers can do to make television work *for* them rather than *against* them. Discussions will also include the impact of television on contemporary values.

4. Realism in Literature for Young People (E, I, J)

The group will explore trends in literature for K-8 classrooms; examine realistic content dealing with such topics as divorce, death, handicaps, personal relations, and sex; and consider problems relating to evaluation and controversy. Bring books to share and discuss.

5. 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 \$5.00 will be required for entrance to Tor House, payable at the door.)

6. Workshop for First-Time Writers (G)

This workshop is for those who are ready to write and share their work with other first-time writers. Genuine appreciation is guaranteed, along with supportive and constructive criticism. Those who have something already written should bring 20 copies.

7. Advanced Fiction Writing Workshop (G)

This workshop is intended for experienced short story writers who will read and discuss material provided by group members. Bring 15 copies of one short story or prose piece.

8. Shakespeare: "Be the players ready?" (G)

Exploring Shakespeare's drama from the director's point of view in order to see and hear the plays in the mind's eye and ear. Every teacher—and every student—can learn 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 selected plays, can enhance the student's experience with Shakespeare in the classroom. **Suggested reading:** *Twelfth Night*, *Julius Caesar*, and *Cymbeline*

9. D.H. Lawrence for the Classroom (S, C)

Discussion of selected novels and short stories of D.H. Lawrence, with an eye to appropriate themes and concepts for classroom use—family relationships, the conflicts of adolescence, and relations between men and women. **Suggested reading:** *Sons and Lovers*, *Women in Love*, and short stories

15. Flannery O'Connor: The Reluctant Gothic (S, C)

The group will discuss selected works of Flannery O'Connor, touching upon various themes and symbols, such as her peculiar brand of Christian humanism and the South that gave rise to it. **Suggested reading:** *Complete Stories of Flannery O'Connor*

16. Whither Education: Shifting American Values (G)

Social and cultural changes as well as changes in attitudes, values, and expectations are affecting schools in general and student attitudes and expectations in particular, causing the erosion of literacy and, thereby, the fading of the humanities. Through discussions based on readings to be sent to those who sign up by September 11, group members in this symposium will seek definition and focus for this baffling problem that challenges all teachers.

17. Discovering New Poets for the Classroom (J, S, C)

Some 3,000 magazines and hundreds of small presses currently publish a great variety of poets, making it possible for teachers who wish to put new life into their poetry teaching to discover exciting new poets—most of them young—whose works are especially suited to classroom use. This group will share discoveries and discuss various poetic techniques, subjects, and themes that occur in contemporary poetry. **Suggested reading:** Edward Field, ed., *A Geography of Poets*; Ottone Riccio, *Intimate Art of Writing Poetry*

18. Strangers in a Strange Land: The Teacher New to the English Classroom (J, S)

This group is intended for experienced teachers who have been assigned to one or two English classes after spending years teaching science, p.e., or other subjects. Because memories of a college English minor are often too hazy to provide sufficient preparation for daily confrontations with English classes, group members will explore some new concepts and techniques in the teaching of composition.

19. James Joyce: Behind the Lace Curtain (S, C)

Discussion will focus on the unifying elements of the 15 stories in *The Dubliners* and corresponding sections of the longer works and the poetry. The group will examine Joyce's recurring themes and symbols—his abiding concern with such motifs as the child's rejection of the father (and, correspondingly, of all authority, both temporal and spiritual) and the pervasiveness of isolation and alienation. **Suggested reading:** *The Dubliners* and *Portrait of the Artist as a Young Man*

20. Organizing the College Learning Center (C)

Group members will discuss how to set up and conduct a learning center, including such considerations as selecting and training tutors, developing and teaching mini-classes, making student referrals, and testing and counseling students. There will be opportunities to exchange materials and share experiences.

21. The Unities of Language: Using Word History to Teach Vocabulary and Spelling (G)

The group will consider the historical and linguistic development of English as a key to teaching spelling and vocabulary. Discussions will illustrate principals of English spelling and the growth of English vocabulary. Materials will be provided.

22. The Short Stories of John Steinbeck (G)

The group will explore the structures, themes, and problems in Steinbeck's short stories, including stories both familiar and unfamiliar to the classroom. Emphasis will be on stories with locales in the Salinas/Monterey Peninsula area. A car caravan to Steinbeck sites will be organized. Bring cameras.
Suggested reading: *The Long Valley*

23. Creating Writing Topics (S, C)

How to anticipate or overcome problems in developing topics for use in classroom writing assignments and in school assessments. Group members will explore means of creating well-formed topics that will produce the kinds of student writing intended, and will analyze sample topics to discover ways to avoid unintended complexities and undesirable effects on writers' accomplishments.

24. Poetry Writing Workshop (G)

Beginning and experienced poets will engage in exercises that stimulate poetry writing. In addition to sharing and critiquing work generated during the workshop, group members may bring two or three finished poems (10 copies of each) to share with the rest of the group.

25. What to Do with Test Scores Once You've Got Them (E, I, J, S)

Using the results of local evaluation measures and other state and national test data as sources of ideas for program development in individual schools. Group members are encouraged to bring test data and scores as a basis for discussion of programs.

For Information

—**about registration and accommodations**, call Sister Katharine Emery, O.P., before July 15 or after August 15, at (415) 483-2231; or write to her at 474 W. Estudillo Ave., San Leandro, CA 94577

—**about CCCTE/CATE membership**, call Norma Fifer, (415) 857-9620; or write to her at 947 Lathrop Place, Stanford, CA 94305

UC Berkeley Extension Course

Education Extension, UC, Berkeley, invites conference participants to enroll in the course **Exploring the Role of the English/Language Arts Teacher X 318** which is scheduled concurrently with the Asilomar conference. The course will enable participants to explore in depth, through small group and general sessions, various perspectives on the teaching of English/language arts. Active participation in one of the workshop sessions is required, and a written project describing practical applications to the participant's own classroom situation is due three weeks after the course ends. (This course is open to enrollees in previous Asilomar courses as well as to new enrollees.)

Coordinator: ERNIE KARSTEN, English Instructor, Skyline High School, Oakland

Credit and Fee: 1½ quarter units in Education (equivalent to one semester unit); \$35. (This course is open only to attendees of the Asilomar conference.)

Registration will take place at Asilomar from 4-8 p.m. on Friday, September 25. For pre-enrollment information, return the coupon below to Education Extension, 2223 Fulton Street, Berkeley, CA 94720; or call (415) 642-1171.

UC Extension Information Request

Asilomar Conference

Please send pre-enrollment information about the Education Extension course **Exploring the Role of the English/Language Arts Teacher X 318**

Name _____

Conference Fees

Registration

Please note new registration procedures and deadlines.

Early Registration (by July 1)

Participants will receive a \$5 reduction by paying all conference fees (registration and accommodation) by July 1.

Regular Registration (by September 11)

Because a predetermined number of accommodations on the Asilomar grounds have been reserved for this conference, registrations are processed in the order they are received until all spaces are filled. To be assured of accommodations, participants must register by paying all fees by September 11.

Late Registration (after September 11)

The Asilomar management's more strict procedures now make it impossible to guarantee on-grounds accommodations for late registrants. Participants interested in registering after September 11 must call Sister Katharine Emery, (415) 483-2231, to determine whether accommodations are still available on grounds.

Membership Fees

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

Those who pay the non-member fee automatically receive a one-year membership in CATE, effective October 1, 1981, which entitles them to reduced rates at other conferences (including the annual CATE convention) and a one-year subscription to **California English**. (Those who do not wish to become members may so specify at the conference registration desk at Asilomar.)

Current CATE members or those whose membership has expired recently may renew their membership at the Asilomar conference registration desk.

Accommodations

The accommodation fee includes two nights' lodging and six (6) meals (Friday dinner, served at 6:30 p.m., through Sunday lunch).

The fee varies with the type of accommodation requested; room assignments are on a first-come, first-served basis.

Monterey peninsula residents may register for the conference on a nonresidential basis by paying the off-grounds fee of \$5. Meals are not included; however, individual meal tickets may be purchased at Asilomar.

Saturday Reception

For an additional \$3, participants may attend the reception on Saturday afternoon. (Both alcoholic and non-alcoholic beverages will be available.)

Address _____
number street
city zip

Mail to: Education Extension
2223 Fulton St., Berkeley, CA 94720

Registration Form

Mail this form and your check for the full amount (made out to **Curriculum Study Commission**) to: Sister Katharine Emery, O.P., 474 W. Estudillo Ave., San Leandro, CA 94577

Name _____

Address _____
number street
()
city zip daytime telephone

Roommate(s) _____

Please give the number of the Workshop Session preferred:

First Choice _____ Second Choice _____

Registration Fee	CATE member	Non-member	Please fill in amount
Early registration (fees paid in full by July 1):	\$15	\$35	
Regular registration:	\$20	\$40	
Late registration (after September 11):	\$25	\$45	\$ _____
Accommodation Fee (prices per person) Please check accommodation desired:			
Long View/Lodge/Scripps			
<input type="checkbox"/> 2 to a room (Lodge/Scripps)		\$51	
<input type="checkbox"/> Single		\$57	
Surf and Sand/Sea Galaxy/View Crescent/North Woods			
<input type="checkbox"/> 2 to a room		\$71	
<input type="checkbox"/> 4 to a room		\$63	
(Surf and Sand/Sea Galaxy)			
<input type="checkbox"/> Single		\$85	
(View Crescent/North Woods)			\$ _____
Smoker <input type="checkbox"/> Nonsmoker <input type="checkbox"/>			
Nonsmoker roommate, please <input type="checkbox"/>			
Off-Grounds Fee (Monterey Peninsula residents only):	\$5	\$	_____
Saturday Reception (optional)	\$3	\$	_____
Total fees enclosed		\$	_____

21 Lincoln Ave.
San Anselmo, California 94960



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