

# Asilomar 37

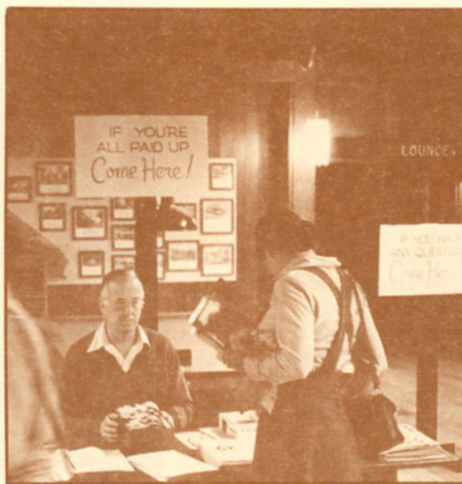
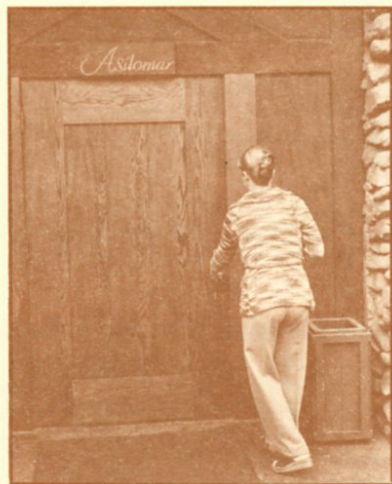
September 25-27, 1987



## Journey into Knowing

Asilomar Conference Grounds  
Pacific Grove

Curriculum Study Commission  
Central California Council of Teachers of English





# Asilomar 37

We must all follow our Vision Quest to discover ourselves, to learn how we perceive ourselves, and to find our relationship with the world around us.

—Hyemeyohsts Storm, *Seven Arrows*

## CONFERENCE BACKGROUND

Out of their profound respect for the wisdom of English/language arts teachers, the founders of the Asilomar English Conference conceived the present conference format, which enables teachers as professionals to assemble in a series of small group meetings to exercise that wisdom. This workshop discussion—in which teachers share their practical knowledge—forms the core of the conference, making it unique among educational conferences. All participants are encouraged to bring ideas to life through their own effort. Each participant embarks on a "journey into knowing" by selecting one workshop topic to explore in depth during the course of five meetings beginning Friday evening and ending Sunday morning.

The founding members of the Curriculum Study Commission of the Central California Council of Teachers of English set forth in the 1950 *Summary of Group Reports* the principles for organizing Asilomar 2 that are still honored now at Asilomar 37:

The Asilomar Language Arts Conferences of 1949 and 1950 were built around one central idea: that language arts teachers have within themselves as a *group* the capacity to solve their own classroom and curricular problems.

Consequently, neither conference was a meeting at which teachers sat and listened to speeches by "experts" on How to Teach English. The basic method employed at both conferences was workshop discussion. It was the conviction of the members of the Curriculum Study Commission that by (1) exchanging ideas that had worked, (2) exchanging materials, (3) sharing approaches to common problems, and (4) thinking together in group discussions, teachers could formulate many practical ideas and techniques.

In keeping with the aims of the founders to celebrate teacher wisdom, we depart this year from the recent practice of presenting single speakers at all general sessions. Instead, six teachers on Friday night and six more on Sunday morning will share their wisdom by telling "teaching stories" drawn from their lives in schools. These ten-minute narratives will provide powerful illustrations of how individual caring teachers are envisioning fresh possibilities and creating new realities to rescue some of the students who would otherwise live wasted lives, both in school and out.

Storytelling can transcend its entertainment value to be a powerful means of aiding understanding and creating new insights. For example, Jean Shinoda Bolen (*Goddesses in Everywoman*) tells a story about a Spanish-speaking child who thought she was stupid until she met a fourth grade teacher who saw her in a new and positive light. Thus, it took just this one teacher to empower this child to believe in herself and to use her heretofore unrecognized intelligence. The child succeeded in school from then on, and ultimately became a teacher herself. It is through the hearing of illuminating "teaching stories" like this one that teachers themselves can discover visions of possibility and come to understand how they *can* make a difference in the lives of children and youth.

Jean Shinoda Bolen has said that "through identification with stories lives are changed." Although she had in mind the classical tales and myths about archetypal figures—heroines, heroes, victims, martyrs, warriors—there also is a potentially transforming power in the tales from school that teachers tell each other. So this year's conference aims to demonstrate in each of its general sessions how the narrative mode of knowing can be used effectively for personal and professional exploration and inspiration.

## Journey into Knowing

### CONFERENCE FOCUS: YOUTH AT RISK

I have learned . . . that the head does not hear anything until the heart has listened, and what the heart knows today the head will understand tomorrow.

—James Stephens, *The Crock of Gold*

This year, our primary concern during the four general sessions will be with those students who are said to be "at risk" as they live disconnected, circumscribed, marginal, unhappy lives in schools. These young people—defined and monitored by various agencies as non-English speakers, poor, dropouts, underachievers, disadvantaged youth, drug users, suicide prone, chronic truants, etc.—combine in numbers to make up over fifty percent or more of the school population. Whatever the accuracy of the estimates, an alarming number of students are "disengaged," no longer responding to conventional curricula and instruction in school.

Our journey into knowing at Asilomar 37 invites us to envision possibilities for changing what is happening in schools to put children and youth at risk. Even now, as anxious policy makers urge us to narrow our educational vision, we would attempt to push back the boundaries of our thinking about educational possibilities as we are inspired by new views of mind and by new ways of knowing. By envisioning something new we can make it happen. The envisioning of the possibility becomes a new reality.

## Program September 25-27, 1987

### FRIDAY, SEPTEMBER 25

REGISTRATION (3:00-6:00 and 7:00-9:00 p.m.)

RECEPTION HOSTED BY THE CCCTE EXECUTIVE BOARD (4:30-5:45 p.m.)

DINNER (6:00-7:00 p.m.)

GENERAL SESSION I (7:30-8:45 p.m.)

GROUP SESSION I (9:00-10:00 p.m.)

### SATURDAY, SEPTEMBER 26

GROUP SESSIONS II and III (9:00 a.m.-noon)

GENERAL SESSION II (1:15-2:15 p.m.)

GROUP SESSION IV (2:30-3:30 p.m.)

RECEPTION HOSTED BY THE CURRICULUM STUDY COMMISSION (4:30-6:00 p.m.)

DINNER (6:00-7:00 p.m.)

GENERAL SESSION III (7:15-8:15 p.m.)

AROUND THE HEARTH (8:30-10:00 p.m.)

### SUNDAY, SEPTEMBER 27

GROUP SESSION V (9:00-10 a.m.)

GENERAL SESSION IV (10:30-noon)



## Featured Presentations

### FRIDAY EVENING, GENERAL SESSION I: TALES OUT OF SCHOOLS

**Laurie Fischer**, English Teacher, Washington High School, Fremont; Teacher/Consultant, Bay Area Writing Project. **Guadalupe Valdés**, Professor, Language and Literacy, University of California, Berkeley; author of *Code-switching and the Classroom Teacher* and other works on bilingualism, sociolinguistics, and foreign language teaching. **Peter Stillman**, Consultant, Writer, Deansboro, New York; former teacher, secondary to college; author of *Introduction to Myth, Writing Your Way*, and other works for students and teachers. **Yevette Bradley**, Principal, Grass Valley Elementary School, Oakland; Teacher/Consultant, Bay Area Writing Project. **Miles Myers**, President, California Federation of Teachers; former teacher, secondary to university level; author of *The Teacher-Researcher*; editor, *Theory and Practice in Teaching Composition* and other works.

**Commentator: Don Cunningham**, English Instructor, City College of San Francisco.

### SATURDAY AFTERNOON, GENERAL SESSION II: STORIES ABOUT CONNECTIONS

**Rexford Brown** is Director of Communications and Senior Policy Analyst for the Education Commission of the States (ECS), a nonprofit, policy analysis and research organization for state political and education leaders. Rex Brown came to the Commission in 1971, after having taught high school and college English for eight years and having earned a doctorate in English literature and criticism from the University of Iowa. He has written numerous reports dealing with students' knowledge, skills and attitudes in reading, writing, literature and art; he has authored or co-authored over 50 articles, chapters and reports about issues in education. Over the last two years, Rex Brown has worked with various organizations on developing policies for addressing the needs of at-risk young people. He is principal author of *Reconnecting Youth*, and "State Responsibilities for At-Risk Youth." Most recently he became Director of the Higher Literacies Project at ECS, funded by a grant from the MacArthur Foundation. The purpose of this two-year study is to find out what local or state policies may be doing to hinder or help promote the development of much higher levels of literacy than we now see in American students.

### SATURDAY EVENING, GENERAL SESSION III: HOBBITS, HEROES AND HEROINES: Seeing the Protagonist in the Personal Story and Finding the Meaning of the Journey

**Jean Shinoda Bolen, M.D.**, Writer in Residence, is a psychiatrist and Jungian analyst, Clinical Professor of Psychiatry at the University of California San Francisco Medical Center and faculty member of the C.G. Jung Institute of San Francisco. She is the author of *The Tao of Psychology* (1979), now in its eighth printing, and *Goddesses in Everywoman* (1984). She is a diplomate of the American Board of Psychiatry and Neurology, and a Fellow of the American Psychiatric Association, the American Academy of Psychoanalysis, and the American Orthopsychiatric Association, and is currently a member of the Board of Directors of the Ms. Foundation for Women. She is one of twenty women in Vivienne Verdon-Roe's Academy Award Winning anti-nuclear documentary, "Women—For America, For the World," and is involved in exploring and linking the spiritual dimension of the women's movement, ecology, and nuclear disarmament. Currently, she is working on two new books, *The Grail and the Goddess*, and *Archetypes in Everyman*.

### SATURDAY EVENING: AROUND THE HEARTH

Focusing on writers, issues, and ideas, these informal groups will allow conference participants to pursue subjects outside the range of their weekend groups. Participants may choose from below.

**Dorothy Bryant** will read and talk about *Confessions of Madame Psyche*, her new work, a novel posing as the found journal of a fascinating woman whose personal history reveals connections with the history of Hunter's Point, the early California labor movement, Napa State Hospital.

**Gary Soto**, a Guggenheim Fellow and Associate Professor of Chicano Studies and English, University of California, Berkeley, will read and talk about his latest work, *California Childhood*.

**James Squire**, will chair a panel of early and current members of the Curriculum Study Commission considering "Ideas That Still Work and Visions of Future Asilomar Conferences."

**Robert Probst**, Professor of English Education, Georgia State University, Atlanta; author, *Adolescent Literature*, will lead a practicum on "Moves in Responding to Literature: Bringing Readers to Life."

**Jon Wagner** will chair a panel of **Robert Boynton**, author and publisher, **Miles Myers**, **Gabriele Rico**, and **Peter Stillman** on "The Well-Told Teaching Story: A Neglected Resource in the Education of Teachers."

**Film/Video Resources:** "Dim Sum, a Little Bit of Heart," "The Women of Summer," "El Norte"

### SUNDAY MORNING, GENERAL SESSION IV: MORE TALES OUT OF SCHOOL

**Nancy McHugh**, English Teacher, Grant High School, Van Nuys; President, National Council of Teachers of English. **Mary Espinoza**, English Teacher and Student Adviser, Oak Grove High School, San Jose. **Russ Hill**, English Teacher, Redwood High School, Larkspur; author of *Snapshots of My Brother and Other Writing Projects*, other works for teachers, and a novel, *Cold Creek Cash Store*. **Judy Naas Garcia**, Kindergarten Teacher, La Escuelita, Oakland; Mentor Teacher. **Gabriele Lusser Rico**, Professor, English and Creative Arts, San Jose State University; author of *Writing the Natural Way* and the forthcoming *Pain and Possibility: Writing Your Way Through Personal Crisis*. **James Squire**, Lincoln, Massachusetts; Founding Member, Curriculum Study Commission, Central California Council of Teachers of English; formerly secondary English teacher and university professor; past Executive Secretary of the National Council of Teachers of English, First Vice-President and Editor-in-Chief emeritus for Ginn and Co.; author of *Teaching Language and Literature* and *High School English Instruction Today*.

**Commentators: Jon Wagner**, Administrator, Office of the President, University of California; former teacher, Alternative High School for Black Dropouts, Chicago; author of *Misfits and Missionaries: A School for Black Dropouts* and *Images of Information*; and **Jean Shinoda Bolen, M.D.**

May not perimeters be tentative, charting challenges for expanding humanism . . .

—Ernie Karsten, "Perimeters"



## Weekend Study Groups

"What is known" must in fact be brought to life afresh within every "knower" by his own efforts.

From the Bullock Report, *A Language for Life*

The strength, the wonder, the uniqueness of the Asilomar English Conference derive from the commitment of the CCCTE Curriculum Study Commission to the value of a collaborative process of discussion in small study groups. The structure of the process, as originally developed by Hilda Taba, engages participants in active experiences of bringing to life their own ideas, in collaboratively creating their own meanings. Each member of the conference assumes the responsibility of preparing for the study group he or she has selected. Each member of the conference stays committed to one chosen group for the entire weekend, attending each meeting, contributing to discussion, forwarding the progression of ideas. Although each study group has a designated chairman and often a resource person, it is the collective energy and effort of all group members sharing their wisdom as dynamic professionals that make the journey into knowing the inspiration it becomes.

All groups have a maximum enrollment of 25. Because group assignments are made in the order they are received, it is essential to indicate a FIRST and a SECOND choice of groups that will sustain your interest for the entire weekend. To avoid the experience of overcrowded groups with inadequate quantities of materials, it is crucial for every participant to honor these procedures. Early registrants are most likely to get their first choice of groups.

Letters following titles indicate study groups that have a grade-level focus; those without a letter are of general interest:  
E Elementary                      M Middle/Jr. High                      S Secondary

### 1. Journeys of Heroes and Heroines in Myth and Literature

The journey of the hero and the heroine into unknown regions where they must endure trials is a dominant motif in mythology and literature. Identification with heroes and heroines as models has always been a strong, guiding force in the humane development of both individual and society. Group members will embark on their own journey into knowing by exploring ways to use myth and literature metaphorically to help themselves and their students face trials, find meanings, learn wisdom, and deepen understanding of self. Suggested reading: Jean Shinoda Bolen, *Goddesses in Everywoman* (chapters 1 and 14); Peter Stillman, *Introduction to Myth*, a collection of stories and poems organized by motif (chapters 1 and 2); Edith Hamilton, *Mythology*.

### 2. Literature for the Not-So-Ordinary Student (M, S)

Group members will explore literature that deals with the not-so-ordinary young person in our society—how he or she struggles to maintain individuality among judgmental, conforming peers—and how this literature can be used successfully with students who may be "at risk". The group will also view films that could be used to complement such literature. Bring materials and ideas that work with the student "at risk." Suggested reading: Paul Zindel, *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*; Glendon Swarthout, *Bless the Beasts and Children*; J.D. Salinger, *The Catcher in the Rye*; Daniel Keyes, *Flowers for Algernon*; Bette Greene, *The Summer of My German Soldier*.

### 9. Creating a Literature-based Reading Program (E, M)

Participants will share ways of teaching reading in an integrated literature-based language arts program. Emphasis will be on making connections among listening, thinking, reading, and writing processes in order to engage students in reading fluently with understanding and to empower students through their gaining of literacy skills. Bring examples of books you recommend. Suggested reading: California State Department of Education publications, *English Language Arts Framework, K-12*; *Handbook for Planning an Effective Literature Program*; *Model Curriculum Guide, K-8*; *Recommended Readings in Literature, K-8*.

### 10. Fitting Young Reader Medal Books into the Curriculum (E, M, S)

Group members will read and discuss the books nominated for the 1987-88 Young Reader Medal. Discussion focusing first on the books themselves for the enjoyment and ideas they offer will lead into considerations of ways to incorporate these books into a literature-based reading program. Nominated books will be available at the on-site bookstore.

### 11. Storytelling: How and Why (E, M, S)

How can we engage students in storytelling as a way of sharing what they know? Why is it important to make connections between oral storytelling and telling stories in writing? Participants will examine the possibilities for using storytelling within the literature-based reading program. Bring samples from the works of literature that you recommend using for storytelling, and, if possible, samples of recorded stories of your own students in action as storytellers.

### 12. Exploring a Theme (M, S)

Group members will discuss such questions as: How does a teacher go about planning to teach literature thematically, as recommended in the California State Department of Education's *Model Curriculum Standards in English/Language Arts*? How do reading, writing, and listening fit in? What are the benefits—and the dangers—of teaching literature thematically? Bring examples of literature, themes, and experience to share. Suggested reading: *Model Curriculum Standards in English/Language Arts, Grades 9-12*, plus Appendix.

### 13. Entering the Core: Engaging Students in Required Literature (M, S)

Participants will develop methods to move students "into, through, and beyond" required core works of literature. Group members should bring 25 copies of assignments or strategies that have been successful in engaging students in a work of literature.

### 14. Building a Positive Learning Environment (E, M, S)

Teachers agree that in order for effective teaching and learning to take place, certain elements must be present in their classrooms to transform a random collection of discrete, sometimes hostile individuals into a group. Using the technique of climate building and other cooperative learning principles, participants will explore ways to make that exciting transformation from a bunch of kids to a functioning class. Suggested reading: Alfie Kohn, *No Contest: The*



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## Knowing

**20. Visualizing: What the Mind's Eye Sees**

When our students speak, read, write, or listen, what do they see through the mind's eye to enhance their language experience? The answer too often is, not enough. Participants will focus on ways to help students develop their imaginative and interpretive abilities by creating their own images, visualizing what words represent without the help of ready-made film or TV images. Suggested reading: Alan Maley, Alan Duff, and Françoise Grellet, *The Mind's Eye*, a book of pictures suggesting many ways to "see."

**21. Through the Prism of Genius: Verdi and Zeffirelli**

Group members will study two Verdi Operas, *La Traviata* and *Otello*. Filmed versions of those operas by Franco Zeffirelli will be presented and compared with the original stories by Dumas and Shakespeare. Participants should bring libretti if they own them, but handout materials for analysis of selected arias will be provided.

**22. Inside Television: Producers Explore Problems and Potential**

Karen and David Crommie are documentary film producers whose work for clients as varied as CBS, Alcoholics Anonymous, and Xerox forced them to confront some basic assumptions of their medium and resulted in their funding of a film, "The Case Against Television." Using this as a trigger, sessions will explore such topics as how watching television restructures daily life, how commercials get us to buy, who pays for free television, how teachers can use video effectively, and what important teaching films need to be made.

**23. Journalism Classes and Their Role in the English Program (M, S)**

This group will focus on exercises in writing and critical thinking that can be taught in high school and junior high school journalism classes. Participants will also consider ways to incorporate units in literature and expository writing into an already existing journalism program. Suggested reading: Julian Adams, *Press Time* and *High School Press*.

**24. Thinking, Writing, and Graphics: Implementing the New Language Arts Framework (E, M, S)**

The integrated curriculum, which is the heart of the new *English Language Arts Framework, K-12*, has long been the model for many English teachers. Group members will explore an integrated approach to teaching literature and composition through enabling students to conceptualize graphically. Specific suggestions, along with student samples, will be available as the group works through the process of designing assignments for Monday morning.

**25. Students Writing: Authentic Writing for the Real World (M, S)**

This group will focus on how the classroom and the real world are interrelated. Participants will explore ways to motivate student writing through the development of authentic writing purposes, such as assignments that invite the preparation of family and community histories which call for the gathering of data from observation, informants, and various community archives. Other authentic writing purposes can be served through the use of "I-Search" assignments and saturation reporting. Suggested reading: Ken Macrorie, *Searching Writing*; Elliot Wigginton, *Sometimes a Shining Moment: The Foxfire Experience*.

## Conference Fees

**Registration****Early Registration (by July 1)**

Participants will receive a \$5 reduction by paying all conference fees (registration, lodging and meals) by July 1, 1987.

**Regular Registration (by September 12)**

Because a predetermined number of rooms 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 12, 1987.

**Refunds**

For cancellations, a refund, minus a \$15 processing fee, will be granted if requested by September 12. No refunds will be granted after September 12, 1987.

**Late Registration (after September 12)**

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 12 must call The Conference Registrar, John Cotter, (415) 357-5425 to determine whether rooms are still available on the conference grounds. **No on-site registrations are taken.**

**Lodging and Meals**

The accommodation fee includes two nights' lodging and six (6) meals, Friday dinner, served from 6:00 to 7:00 p.m., through Sunday lunch.

**Please note:** Only a very limited number of single rooms are available. Recent renovations have increased the fee for previously cheaper accommodations. All 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 \$15. Meals are not included; however, individual meal tickets may be purchased at the Asilomar office.

**Saturday Reception**

For an additional \$5, participants may attend the reception on Saturday afternoon. Both alcoholic and non-alcoholic beverages will be available.

## 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 (\$30.00) in CATE, effective October 1, 1987, which entitles them to reduced rates at other conferences, including the annual CATE convention, and a one-year subscription to *California English*. Current CATE members or those whose membership has expired recently may renew their membership at the Asilomar conference registration desk



### 3. Poetry: Open Windows, Not Closed Doors (E, M, S)

Group members will share ways to make poetry more easily accessible and enjoyable to all students, not just to the academically oriented student. Emphasis will be on helping students see poetry as an everyday event rather than only as an academic activity. Bring 25 copies of a poem that works with all kinds of students. Suggested reading: Louise Rosenblatt, *The Reader, the Text, the Poem*.

### 4. Poetry Profiles

Do you look at people with your mind or only with your eyes? Imagination is most active when all the senses are brought into play. In preparation for writing their own poems that present profiles, vignettes, or cameos of interesting people, participants will study poems portraying people through their actions, attitudes, and thoughts. Bring 25 copies of one poem that profiles a person to share with the group. Also bring a journal or notebook. A list of recommended readings will be sent in advance.

### 5. Steinbeck's "Unfinished" People

Group members will examine and discuss Steinbeck's presentation of the "different" child and adult, from literary, psychological, and realistic perspectives, and will consider whether Tularecito, Lenny, and Frankie are freaks or "unfinished people." Suggested reading: *Of Mice and Men, Pastures of Heaven, The Long Valley, and Cannery Row*.

### 6. The Intuitive and the Rational in E.M. Forster

E.M. Forster's works often pose the intuitive against the rational. Group members will discuss the development of these and other complementary themes in *A Room with a View, Howard's End*, and selected short pieces.

### 7. Brush up on Your Shakespeare

Selecting from among the plays most often taught (*Merchant of Venice, Julius Caesar, Macbeth, Hamlet, Romeo and Juliet, A Midsummer Night's Dream, Henry IV, Part I*), group members will explore practical techniques, strategies, and approaches to making these plays work in the classroom. Bring ideas about any aspect of the plays—from character to metaphor to staging—to share.

### 8. The Short Story Practicum

How can we utilize the short story to improve writing skills? When is the short story an effective stimulus for class discussion? Which stories do students like best? These and other questions will be considered in this exchange of ideas about the most popular of all classroom literature genres. Bring 25 copies of a story that either depicts the problems of youth or that has particular appeal to youth who are troubled.

### 15. Multicultural Literature for the Classroom (E, M, S)

The experience of being human is universal, but responses to it are cultural. Literature reveals both the universal and the particular dimensions of human experience. Using tales and stories from many cultures, group members will read and respond to literature appropriate for the classroom—literature that depicts universal experiences in multicultural settings. Stories from the Philippines, Mexico, India, South Africa, and from the minority experience in the United States will be sent to participants to read in advance.

### 16. Making Language Connections in the Polylingual Classroom

How teachers with polylingual classes can design curriculum and select methods and materials that build bridges among students of diverse linguistic and cultural backgrounds and needs in order to help them communicate more effectively with each other as well as learn to appreciate and affirm their own linguistic and cultural roots. How to prepare ESL students for CAP, CAT, and minimum proficiency tests. Bring ideas, resources, and concerns to share. Suggested reading: Nancy Conklin and Margaret Lourie, *A Host of Tongues*.

### 17. The New Contemporary California Literature

Literature well taught to evoke response can be a unifying element in English teaching, making both our students and ourselves aware of California's rich cultural diversity. Works written by or about the new immigrants in California will be examined to determine their usefulness in promoting increased understanding and overcoming hostility in the context of today's multi-ethnic classroom. Bring 25 copies of one story or poem that conveys the experience or point of view of one of California's new immigrant populations. Suggested reading: Jon Veinberg and Ernesto Trejo, *Piecework: 19 Fresno Poets* (Albany, CA: Silver Skate Publishing, 1987).

### 18. The Power of Language

This group will explore ways to help students discover how the English language works by examining their own spoken language and that of their community as well as the written language of the authors of the literature they read. Aspects of language to be discussed include grammar, semantics (vocabulary), dialectology, sociolinguistics, and their applications in reading and writing instruction. Bring books about language as well as some samples of students' spoken and written language to share.

### 19. Metaphors We Live By

We live by metaphors; that is, we customarily perceive, think, and act in terms of metaphorical concepts that we are not directly aware of. Group members will explore the ways metaphor shapes our daily lives and conceptual systems and ultimately our culture, and also how insights into the structure of the metaphors pervasive in everyday language and thought can be used in teaching writing and literature to all students. Suggested reading: George Lakoff and Mark Johnson, *Metaphors We Live By*.



## 26. Thirteen (or More) Ways of Looking at an Aquarium: Writing on the Loose

Loosing students from classrooms to observe and investigate in the field can entice the disaffected into experimenting in their writing with different genres and points of view. Participants in this group, disaffected or not, will use the Monterey Aquarium as a source and their group members as a resource as they attempt their own range of writing experiments. (Chartered bus and box lunches provided; participants pay own Aquarium admission)

## 27. Teachers Writing Their Stories

In a workshop setting, group members will write and help others write anecdotes, stories, or tales that dramatize what learning and teaching are all about and that capture the experience of the living classroom in well-told narratives. The workshop planners are aiming for publication of a collection of the best tales. Suggested reading: Russell Baker, *Growing Up*; NCTE, *Celebration of Teachers*; Louis D. Rubin, Jr., *An Apple For My Teacher*.

## Do You Have a Story to Tell?

We invite you to bring a story in written form to be evaluated by a committee of the CCCTE Curriculum Study Commission for possible inclusion in a collection of "teaching stories." Write up a version of how you attempted to help a child or youth "at risk." Stories of both successes and failures can provide illuminating "lessons" for all. See the "Making Connections" column now running in *Language Arts* for possible models. Present a typed copy of the story at the registration desk and attach the cover sheet to be provided. Suggested reading: Harold Rosen, *Stories and Meanings* (Boynnton/Cook Publishers, 1984, 50 pages, softcover, \$3.75).

## Conference Bookstore

Note: Suggested reading books will be available at the conference bookstore. To place orders for books prior to the conference, phone or write:

ARTIST'S PROOF  
460 Magnolia Avenue, Larkspur, CA 94939, (415) 924-3801

We hope all of the registration procedures are self-explanatory; however

## if you have questions . . .

### About registration or lodgings:

Write or telephone John Cotter,  
(415) 357-5425  
2882 Marine View Dr.  
San Leandro, CA 94577

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

Leo Ruth	Virginia Pierce
2 Norwood Ave.	151 Meadowcroft Dr.
Kensington, CA 94707	San Anselmo, CA 94960

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.

## Registration Form

Please make out a separate form for each person registering.

Mail this form and your check for the full amount (made out to **Curriculum Study Commission**) to: John Cotter, 2882 Marine View Dr., San Leandro, CA 94577

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_  
number street

\_\_\_\_\_ ( ) \_\_\_\_\_  
city zip daytime telephone

Roommate(s) \_\_\_\_\_  
(FORMS AND MONEY OF PEOPLE SHARING SHOULD BE MAILED IN SAME ENVELOPE)

School & district \_\_\_\_\_

Please give the number of the Workshop Session preferred:

First Choice \_\_\_\_\_ Second Choice \_\_\_\_\_

Registration Fee (Includes Conference Publication)	CATE member	Non- member	Please fill in amount
Early registration (fees paid in full by July 1):	\$45	\$75	
Regular registration:	\$50	\$80	
Late registration (after September 12):	\$55	\$85	\$ _____

### Lodging & Meals

(prices per person)

Please check accommodation  
desired:

*Surf and Sand/Sea Galaxy*  
*View Crescent/Long View*

- 2 to a room \$95  
 4 to a room \$85  
(*Surf and Sand/Sea Galaxy*)  
 Single \$145  
(*View Crescent*)

### Lodge

- 2 to a room \$85 \$ \_\_\_\_\_

Smoker  Nonsmoker

Nonsmoker roommate, please

Vegetarian Menu on request

Off-Grounds Fee \$15 \$ \_\_\_\_\_

Saturday Reception (optional) \$5 \$ \_\_\_\_\_

Total fees enclosed (Payable by personal check only.  
No school purchase orders accepted.) \$ \_\_\_\_\_

Please check if this is your  
first Asilomar conference



# Asilomar 37

September 25-27, 1987