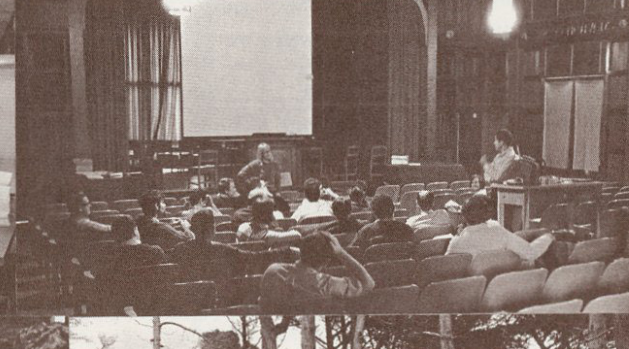


19th

ANNUAL ENGLISH CONFERENCE



ADVANCE PROGRAM, 19TH ASILOMAR ENGLISH CONFERENCE

SEPTEMBER 26, 27, 28, 1969

Note: In some groups participants are asked to read one or more books before the conference. Success of the group may depend upon this pre-reading. Books may be ordered from Books Unlimited of Berkeley; a separate order form is enclosed for your convenience.

LITERATURE AND THE ARTS

1. STRIKE, CONFRONTATION, DEBATE: THE RELEVANCE OF THE CLASSICS. Discussion of *Lysistrata* (strike), Book II from *Paradise Lost* (debate), *Abel Sanchez* and *Antigone* (confrontation) as literary works, with special attention to their relevance to contemporary social issues, and their use in the classroom today. Any editions of these works are acceptable; copies may also be ordered from Books Unlimited.
2. SOVIET FICTION. Discussion of representative Soviet fiction and possibilities for using such works in the classroom. Participants should read at least three of these: *We*, by E. Zamiatin; *One Day in the Life of Ivan Denisovich*, by A. Solzhenitsyn; *The Seven That Were Hanged and Other Stories*, by L. Andreyev; *A Sky-Blue Life and Selected Stories*, by M. Gorky.
3. AFRICAN LITERATURE. Discussion of current writing with background information on contemporary African writers. Implications and possibilities for classroom use, both elementary and secondary. Supplementary materials to be distributed at the group meetings. For advance reading: *African Writing Today*, edited by E. Mphahlele; and *Modern Poetry from Africa*, edited by G. Moore and U. Beier.
4. UTOPIA AND ANTI-UTOPIA IN LITERATURE. Discussion of range of the genre in general and readings in particular, with concern for their usefulness with students. For advance reading: *We*, by E. Zamiatin; *Looking Backward*, by E. Bellamy; *Walden Two*, by B. F. Skinner.
5. SHAKESPEARE'S VILLAINS. Discussion of character and dramatic function of villains in *Macbeth*, *Othello*, *Hamlet*, and *Richard III*. Some attention to problems of teaching these plays. Recommended additional reading: *Rosencrantz & Guildenstern Are Dead*, by T. Stoppard. Any editions may be used, or copies may be ordered from Books Unlimited.
6. SPORTS AND ATHLETICS IN SERIOUS LITERATURE. Discussion of readings. Additional materials will be distributed at group meetings. Advance reading: *Bang the Drum Slowly*, by M. Harris; and *Loneliness of the Long Distance Runner*, by A. Sillitoe. If possible, also read one of the following: *The Southpaw*, M. Harris; *The Natural*, B. Malamud; *Requiem for a Heavyweight*, R. Serling.
7. SCIENCE FICTION. Discussion of representative works, old and new, with consideration of their use in the classroom. For advance reading: *More Than Human*, by T. Sturgeon; *Space Merchants*, by F. Pohl and C. M. Kornbluth; *World's Best Science Fiction: 1967*, by D. A. Wolheim and T. Carr.
8. THE VISION OF JOSEPH CONRAD. Discussion of Conrad's views on alienation and on the prospects for human solidarity, especially in terms of present-day issues and anxieties. For advance reading: *Heart of Darkness*, *The Secret Sharer*, *The Shadow Line*.
9. THE SOUND OF WAVES: MODERN JAPANESE NOVELS. Discussion of modern Japanese literary intuitions and their relevance for English teaching. Some discussion of teaching Japanese fiction in high school. For advance reading: *The Sound of Waves*, by Y. Mishima; *The Setting Sun*, by O. Dazai; *Snow Country*, by Y. Kawabata.
10. THE METAPHOR OF DISEASE AND EPIDEMIC IN LITERATURE. A discussion group focusing initially on *The Rhinoceros* by E. Ionesco and *The Plague*, by A. Camus, but exploring the metaphor further as symbolic of modern conditions. Also recommended for advance reading: *The Visit*, by F. Durrenmatt; and *Cancer Ward*, by A. Solzhenitsyn.
11. WAYS OF SEEING: VARIATIONS ON A WORK OF ART. Explanation, demonstration, and discussion of ways of seeing and feeling and their relevance to humanities courses, with an attempt to show how such courses can integrate the several modes of knowledge. Will include

- practical demonstration of classroom lessons. Advance reading: *Science and Human Values* by J. Bronowski, and *Philosophy in a New Key*, S. Langer.
12. CREATING A SHORT STORY ANTHOLOGY -- SELECTION, INTERPRETATION, TEACHING. Discussion and analysis of stories for hypothetical high school anthology, with consideration of promising newer approaches for teaching short stories. Participants are encouraged to bring a copy of a favorite short story. Advance reading: *In Our Time*, by E. Hemingway, and one or more of the following: *The Vintage Bradbury*, by R. Bradbury; *Points of View: An Anthology of Short Stories*, by J. Moffett and K. McElhenny; *Pigeon Feathers and Other Stories*, by J. Updike; *Far From the City of Class*, by B. J. Friedman; *Farmers' Daughters: Collected Short Stories*, by W. C. Williams.
 13. FILM: VIEWING AND CRITICISM. This group will view and discuss films as examples of art, and as part of an English curriculum. Sample units and resource material will be available for examination and distribution.
 14. POPULAR MUSIC AS POETRY. Hearing, reading, and discussing representative works by popular rock and blues composers -- as examples of a modern poetic idiom, as possible poetry for the classroom, and as introduction to other forms of poetry. Advance reading: *Favorite Pop/Rock Lyrics*, J. Walker; *Discovery in Song*, R. Heyer; also recommended: *The Poetry of Rock*, R. Goldstein.

ENGLISH: PROCESS, CONTENT, CONTEXT

15. FILM-MAKING IN ACTION. Introduction to the practical problems of making films with students. For teachers with little or no film-making experience. Each participant will make a short film; a movie camera and one roll of film will be required.
16. IMPROVING TEACHER/STUDENT RELATIONSHIPS: AWARENESS TRAINING, AND OTHER APPROACHES. Discussion of sources of friction between students and teachers and possible contributions awareness training can make toward improving these relationships. Attention to possibilities and drawbacks of introducing similar group procedures in classroom practice. Suggested prior reading: *Education and Ecstasy* by George Leonard.
17. APPROACHES TO TEACHING THE NOVEL. Discussion group concerned with approaches to teaching the novel in the English classroom.
18. TEACHING ENGLISH IN A TIME OF SOCIAL UNREST. Discussion of problems of English teachers organizing themselves, of public demands on curriculum, of student pressures for curriculum change, of administrative controls, and of ways for teachers to influence change. A variety of viewpoints will be represented. Advance reading: *English in a Decade of Change*, by M. Shugrue; *Future of Public Education*, by M. Lieberman; *Meeting Censorship in the School: A Series of Case Studies* (order the latter book only direct from NCTE, 508 South Sixth Street, Champaign, Illinois 61820. Price: \$1.00).
19. ELECTIVE ENGLISH PROGRAMS. Discussion and description of development of elective programs in secondary schools. Selected programs will be described, including humanities programs.
20. JAMES MOFFETT'S STUDENT-CENTERED CURRICULUM, K-13. Discussion group on the rationale and application of Moffett's proposals for language arts and English teaching, with description of classroom practices implementing his ideas. For advance reading: *Teaching the Universe of Discourse*, by James Moffett. Recommended: *A Student-Centered Language Arts Curriculum, K-13: A Handbook for Teachers*, by James Moffett.
21. IMPROVISATIONAL DRAMA IN THE ENGLISH CLASSROOM. Discussion and practical demonstration of use and possibilities of improvisational drama, K-12. Recommended reading: *Drama in the English Classroom*, edited by Douglas Barnes, \$1.50 (order direct from NCTE, 508 South Sixth Street, Champaign, Illinois 61820).
22. CREATIVE WRITING AS A MEANS OF IMPROVING EXPOSITION. Discussion and description of creative writing program as means of improving student facility, willingness, and confidence in writing, and finally as a way of improving exposition.

23. ENGLISH AND BLACK STUDIES PROGRAMS. Discussion will focus upon black students, curriculum relevancy, and teacher expectations in English. For reading prior to conference: *Death at an Early Age*, J. Kozol. Also recommended: *Language Programs for the Disadvantaged*, NCTE, \$2.95 (order direct from NCTE, 508 South Sixth Street, Champaign, Illinois 61820).
24. ENGLISH AND THE CHICANO STUDENT. Discussion of problems facing Chicano students in English classes, including attention to the student who speaks little English, the problems of the non-reader, and the situation of those for whom language and reading pose no difficulties.
25. STUDENT RESPONSE TO LITERATURE: EMOTIONAL AND INTELLECTUAL REACTIONS. Discussion group, exploring human values through the study of literature, focusing on a Greek and a contemporary drama. Advance reading: *A Raisin in the Sun*, by L. Hansberry and *Antigone*, Sophocles.
26. JUNIOR COLLEGE ENGLISH AND THE OPEN DOOR. Primarily for junior college English teachers and administrators. Discussion of current problems facing junior college English instruction and social and political contexts in which teachers are working. Some discussion of implications of 1968-69 National Junior College English Study of the Modern Language Association.
27. LINGUISTICS AND LITERATURE FOR ELEMENTARY TEACHERS OF READING. Discussion of good language programs for teaching of reading, with attention to appropriate use of available materials in areas of language and literature.
28. COMPOSITION PROGRAMS IN THE ELEMENTARY GRADES. Discussion of new state textbook adoptions and other resources useful in developing composition programs. Criteria for good composition programs in elementary grades.
29. PLANNING AN ELEMENTARY ENGLISH LANGUAGE ARTS PROGRAM, K-6. Discussion focusing on ways to integrate the English language adoptions and the new reading adoptions into the type of program suggested by the *California English Language Framework*.
30. APPRECIATING DIFFERENT CULTURES: BOOKS FOR K-6. Discussion of old and new books to develop awareness of human values and to increase sensitivity to cultural differences.
31. GOOD ENGLISH PROGRAMS ON A LIMITED BUDGET. Discussion of the problems of schools with very limited financial resources, with suggested ways to improve curriculum, raise morale, and obtain inexpensive materials.
32. WRITING AS A MEANS OF MOTIVATION, SELF-EXPRESSION, AND SELF-IDENTIFICATION. Discussion of the role writing can play in helping students discover themselves, express fundamental concerns about themselves and their world. Suggested reading: *36 Children*, by H. Kohl.
33. FILM AS A SECOND LANGUAGE IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL CLASSROOM. New ways of viewing the language arts, using film as a catalyst for creative activity by children. Selected films will be shown and practical applications discussed.

DEMONSTRATION/EXPLANATIONS OF PROMISING CLASSROOM PRACTICES

34. This segment of the program is for teachers who wish to see demonstration/explanations of classroom practices by outstanding teachers. Group members will be able to select four such presentations out of a total of eight offered. For organizational and social purposes on Friday night only, you will be assigned to a particular meeting room. The demonstration/explanations will last about one hour, affording time for questions and some discussion. They will not involve students. Choices offered will include both elementary and secondary teaching in such areas as writing, language enrichment, poetry, use of dramatic improvisation, teaching of reading, student-made films, etc.

ABOUT THE ANNUAL ASILOMAR ENGLISH CONFERENCE

A CONFERENCE FOR ELEMENTARY, SECONDARY, AND COLLEGE TEACHERS OF ENGLISH, LIBRARIANS, AND ADMINISTRATORS.

As in the past, this year's conference offers a wide range of discussion groups organized around the topics of *Literature and the Arts*; *English: Process, Content, Context*; and, as an innovation, a series of *Demonstration/Explanations of Promising Classroom Practices* (for those who pre-register for this series). The many groups reflect the diversity of content and concern in English teaching today. To assist you in choosing the group most compatible with your interests, we offer brief annotations for each.

NATURE OF THE CONFERENCE

The program begins with dinner at 6:30 p.m., Friday, September 26, 1969, and ends with lunch on Sunday, September 28, 1969. Each participant joins a group and remains with it during the group meetings. By remaining with one group, participants come to know one another and can explore problems in a sustained way. Informal give and take is possible; group sessions only rarely involve formal presentations. Groups are free to work out their own agenda and pursue matters of immediate interest to the members.

There is a brief group meeting Friday evening, with longer meetings on Saturday and Sunday. The program also includes three general sessions for everyone: a showing of celebrated short films on Friday evening; a speaker on Saturday afternoon, and another late Sunday morning.

FEATURED SPEAKERS FOR THE GENERAL SESSIONS

TOM WOLFE, journalist and newspaper reporter, writer on popular culture for *New York Magazine*, *Esquire*, and *Harper's Bazaar*, author of *The Kandy-Kolored Tangerine-Flake Streamline Baby* (1965), *The Pump House Gang* (1968), and *The Electric Kool-Aid Acid Test* (1968), the latter an account of author Ken Kesey and the group of his followers known as Merry Pranksters.

AND

CHRISTOPHER BROOKS, actor and lecturer, noted for dramatic poetry readings. Mr. Brooks will read and comment on a wide range of poetry by early and contemporary Afro-American authors.

THE CCCTE - YOUR ENGLISH ORGANIZATION

The Central California Council of Teachers of English sponsors the annual English conferences at Asilomar, in addition to sponsoring one-day regional conferences and other activities for English teachers throughout the school year. The organization depends upon English teachers for support and planning help. The annual Asilomar conference is for CCCTE members; teachers who do not belong to the organization may join at the time of registration. CCCTE is affiliated with the California Association of Teachers of English (through joint membership, so that CCCTE members receive the *California English Journal*), and with the National Council of Teachers of English.

For questions concerning this year's program, write:

Kenneth Lane
Program Chairman
6517 Chelton Drive
Oakland, California 94611

OR

Dr. Alice Scofield
Associate Chairman
948 Durlston Road
Redwood City, Calif. 94062

For questions concerning registration, membership, and reservations, write:

Mrs. Florence Cohen
485 Dewey Blvd.
San Francisco, Calif. 94116

Registration for Asilomar Nineteen

You may register by paying the full conference fee or by paying a \$5.00 deposit. Balance must be paid by September 1, 1969. A registration may not be cancelled, but it may be transferred.

The conference fee, which includes five meals, varies with the type of accommodation. The price for each person is: Longhouse (double), \$25; Longhouse (single), \$29; Long View (double), \$28; Long View (single), \$32; Guest Inn (double), \$28; Guest Inn (single), \$32; Hotels (double), \$30, (single), \$34; View Crescent (double), \$38, (single), \$48; Surf and Sand and Sea Galaxy (4 to a room), \$38. The number of reservations in each type of accommodation is limited; reservations are on first-come-first-served basis.

No off-grounds reservations will be accepted, except from teachers from Monterey County, until all Asilomar spaces are filled. The off-grounds fee (\$9) includes registration and grounds fees; tickets for meals may be purchased at the Administration Building.

No reservations will be taken at the conference.

Membership in CCCTE

Space at the conference is now so limited that participation is open only to members of CCCTE or of other affiliates of California Association of Teachers of English. Non-members may pre-register, but conference packets will be given out only to registrants who show current membership cards in a CATE affiliate.

Membership fees for CCCTE (\$5.00) include a subscription to the *California English Journal* and membership in CATE. To avoid annoying delay, apply for membership before August 19. An application form appears below. Applications should be sent to Mrs. Florence Cohen, 485 Dewey Blvd., San Francisco, California 94116.

(Retain Section Above for Reference)

REGISTRATION FORM

(To facilitate registration, please enclose one registration form for each participant.)

ASILOMAR NINETEEN

SEPTEMBER 26, 27, 28, 1969

Mail to:

Mrs. Florence Cohen

485 Dewey Blvd., San Francisco, CA 94116

Total Fee \$ _____

Amount enclosed \$ _____

Balance due \$ _____

Name (Mr., Mrs., Miss, Sister) _____

Home Address _____ City _____ Zip _____

Check accommodations desired:

Longhouse (single), \$29.00 _____ (double), \$25.00 _____ Hotels (single), \$34.00 _____ (double), \$30.00 _____

Long View (single), \$32.00 _____ (double), \$28.00 _____ Guest Inn (single), \$32.00 _____ (double), \$28.00 _____

View Crescent (single), \$48.00 _____ (double), \$38.00 _____ Off-grounds fee for local participants \$9.00 _____

Surf and Sand/Sea Galaxy (four), \$38.00 _____

Roommate preference (Mr., Mrs., Miss, Sister) _____

GROUP NUMBER (1-2-3) CHOICE (1st) , (2nd) , (3rd)

APPLICATION FOR MEMBERSHIP --- CCCTE-CATE 1969-70

Mail to:

Mrs. Florence Cohen

485 Dewey Blvd., San Francisco, CA 94116

Fee \$5.00

Name (Mr., Mrs., Miss, Sister) _____

Home Address _____ City _____ Zip _____

School _____ School Address _____

Position (Please be specific) _____

NOTE: If you are already a member, fill out the registration form only.

ORDER FORM FOR ADVANCE READING SELECTIONS, ASILOMAR 19

The CCCTE has arranged with Books Unlimited of Berkeley to provide books recommended for advance reading. Postage will be paid by Books Unlimited, but payment must accompany your order. Prices are subject to change.

Publications of NCTE should be ordered directly from: NCTE, 508 So. Sixth Street, Champaign, Illinois 61820.

Check the titles you wish to order and enter the total amount below. Be sure to add 5% California sales tax and to enclose payment with your order.

Group 1	_____	Complete Plays of Aristophanes; Bantam	\$1.25
	_____	Paradise Lost and Other Poems, Milton; Mentor .....	.95
	_____	Antigone, Sophocles; Oxford U. Press	1.00
	_____	Abel Sanchez & Other Stories, de Unamuno; Regnery	1.45
Group 2	_____	We, Zamiatin; Dutton	1.55
	_____	One Day in the Life of Ivan Denisovich, Solzhenitsyn; Bantam .....	.60
	_____	The Seven That Were Hanged, Andreyev; Random House	1.45
	_____	A Sky-Blue Life & Selected Stories, Gorky; Signet .....	.75
Group 3	_____	African Writing Today, Mphahlele; Penguin	1.75
	_____	Modern Poetry from Africa, Moore and Beier; Penguin .....	.95
Group 4	_____	We, Zamiatin; Dutton	1.55
	_____	Looking Backward, Bellamy; Signet .....	.75
	_____	Walden Two, Skinner; Macmillan	1.95
Group 5	_____	Macbeth, Shakespeare; Washington Square Press .....	.50
	_____	Richard III, Shakespeare; WSP .....	.45
	_____	Othello, Shakespeare; WSP .....	.45
	_____	Hamlet, Shakespeare; WSP .....	.45
	_____	Rosencrantz & Guildenstern are Dead, Stoppard; Grove .....	.95
Group 6	_____	Bang the Drum Slowly, Harris; Doubleday .....	.95
	_____	Loneliness of the Long Distance Runner, Sillitoe; Signet .....	.60
	_____	The Southpaw, Harris; Bobbs-Merril	1.65
	_____	The Natural, Malamud; Dell .....	.75
	_____	Requiem for a Heavyweight, Serling; McGraw-Hill	1.28
Group 7	_____	More Than Human, Sturgeon; Ballantine .....	.75
	_____	Space Merchants, Pohl & Kornbluth; Ballantine .....	.50
	_____	World's Best Science Fiction: 1967, Wolheim & Cain; Ace Books .....	.75
Group 8	_____	Heart of Darkness, Conrad; Dell .....	.50
	_____	Shadow Line and Two Other Tales (incl. The Secret Sharer), Conrad; Doubleday .....	.95
Group 9	_____	The Sound of Waves, Mishima; Berkley .....	.60
	_____	Snow Country, Kawabata; Berkley .....	.60
	_____	The Setting Sun, Dazai; New Directions	1.65

(over)

Group 10	_____	The Rhinoceros, Ionesco; Grove	\$1.95
	_____	The Plague, Camus; Modern Library	1.65
	_____	The Visit, Durrenmatt; Grove	1.75
	_____	Cancer Ward, Solzhenitsyn; Bantam	1.25
Group 11	_____	Science and Human Values, Bronowski; Harper & Row	1.25
	_____	Philosophy in a New Key, Langer; Mentor .....	.95
Group 12	_____	In Our Time, Hemingway; Scribner	1.25
	_____	The Vintage Bradbury, Bradbury; Random House	1.45
	_____	Points of View: An Anthology of Short Stories, Moffett and McElhenny; Signet .....	.95
	_____	Pigeon Feathers and Other Stories, Updike; Crest .....	.60
	_____	Far From the City of Class, Friedman; Pocket Book .....	.75
	_____	Farmers' Daughters: Collected Short Stories, Williams; New Directions	2.75
Group 14	_____	Favorite Pop/Rock Lyrics, Walker; Scholastic Books .....	.60
	_____	Discovery in Song, Heyer; Paulist Press	1.95
	_____	The Poetry of Rock, Goldstein; Bantam	1.00
Group 16	_____	Education and Ecstasy, Leonard; Dial Press	5.95
Group 18	_____	English in a Decade of Change, Shugrue; Pegasus	1.95
	_____	Future of Public Education, Lieberman; U. of Chicago	1.95
Group 20	_____	Teaching the Universe of Discourse, Moffett; Houghton Mifflin	2.75
	_____	A Student-Centered Language Arts Curriculum, K-13, Moffett; Houghton Mifflin	7.25
Group 23	_____	Death at an Early Age, Kozol; Bantam .....	.95
Group 28	_____	A Raisin in the Sun, Hansberry; Signet .....	.75
	_____	Antigone, Sophocles; Oxford U. Press	1.00
Group 32	_____	36 Children, Kohl; Signet .....	.95

Total Enclosed (sum of listed prices
plus 5% sales tax) \$ _____

Mail Order To:

Books Unlimited Cooperative, Inc.
1550 Shattuck Avenue
Berkeley, California 94709

Name _____

Street _____

City _____ Zip _____