

WHAT IS ASILOMAR 24?
THE CURRICULUM COMMISSION OF CENTRAL CALIFORNIA COUNCIL OF
TEACHERS OF ENGLISH
PRESENTS
THE TWENTY-FOURTH ANNUAL LANGUAGE ARTS CONFERENCE



SEPTEMBER 27, 28, 29, 1974 – ASILOMAR STATE PARK, PACIFIC GROVE, CALIFORNIA

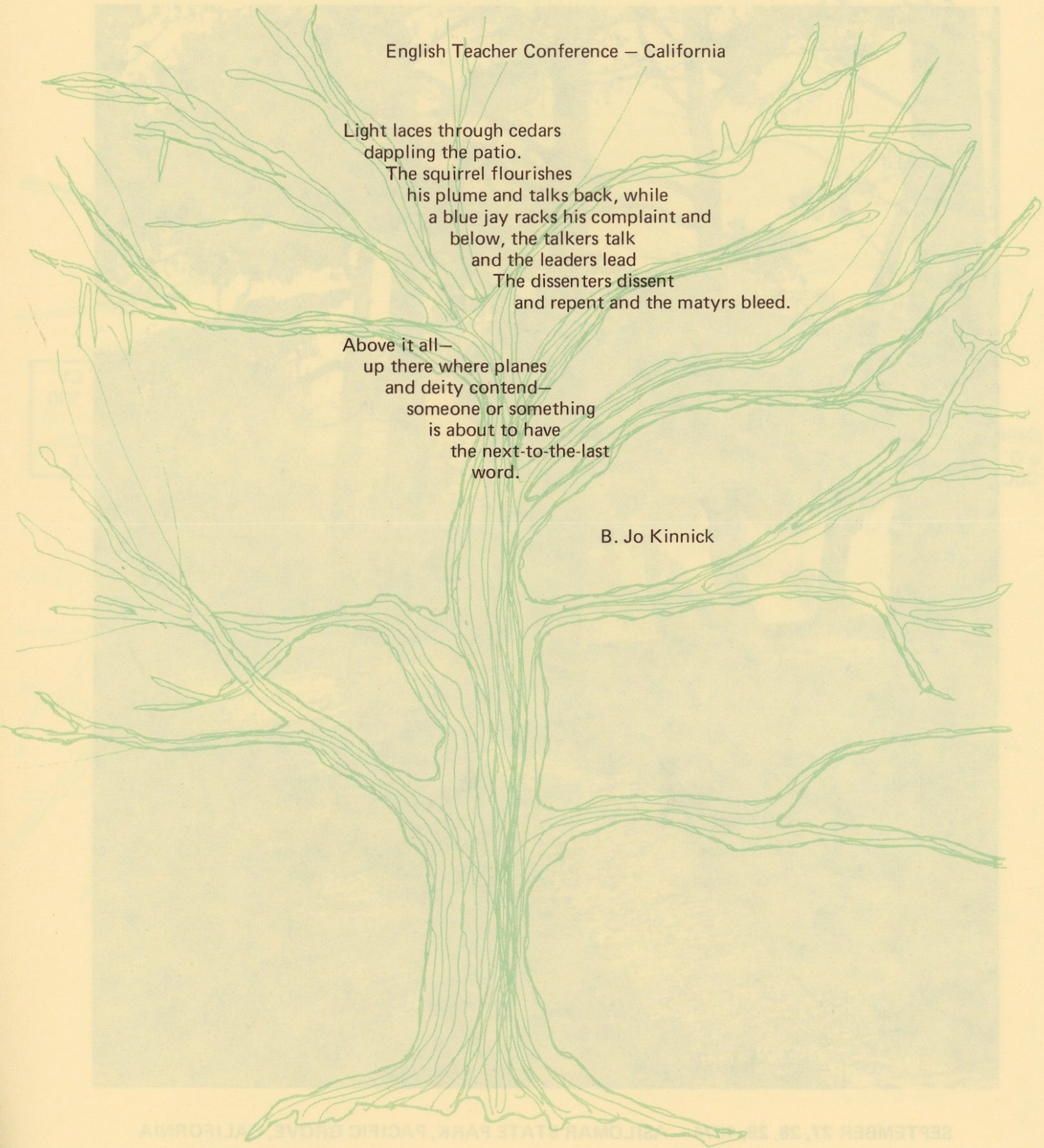
THE CURRICULUM COMMISSION OF CENTRAL CALIFORNIA COUNCIL OF
TEACHERS OF ENGLISH
PRESENTS
THE TWENTY-FOURTH ANNUAL LANGUAGE ARTS CONFERENCE
TO YOU

English Teacher Conference – California

Light laces through cedars
dappling the patio.
The squirrel flourishes
his plume and talks back, while
a blue jay racks his complaint and
below, the talkers talk
and the leaders lead
The dissenters dissent
and repent and the matyrs bleed.

Above it all—
up there where planes
and deity contend—
someone or something
is about to have
the next-to-the-last
word.

B. Jo Kinnick



SEPTEMBER 27, 28, 29
SILMAR STATE PARK, PACIFIC GROVE, CALIFORNIA

WHAT IS ASILOMAR 24?

The Curriculum Study Commission of the Central California Council of Teachers of English was formed originally by a group of English teachers committed to the idea that they and their colleagues could confront their professional problems and work out solutions to them through group process in dialogue with each other. To this end it has organized and presented the Asilomar Language Arts Conference for 24 years.

Throughout those 24 years more changes have occurred in English curriculum, classroom conditions, students' rights, teachers' accountability, legislative controls, and community politics than most of us can accurately recall. In response to these changes, English teachers have branched out into new areas: developmental reading in secondary school, language fluency in early education, tutorial programs in adult communities, linguistics in elementary classrooms, and many more.

Asilomar 24 recognizes the impulses of change and the consequent branching of divergent interests, new roles and unrehearsed assignments being assumed by English teachers from preschool to college. The multiplicity of over thirty conference sessions is to accommodate such needs.

But Asilomar also acknowledges that no amount of division or ramification in curriculum can deny the fact that we are one. We are English teachers. And all parts, no matter how diverse, belong to the whole. English education is our base, our source, our cause—our very roots. Underground and embedded deep, our roots hold the soil and hold us in one stable place while at the same time allowing us to branch out in as many different directions as time demands. Because our roots anchor and secure us, we are free. Because our roots provide permanence, we can change.

And it is in remembering that we are singular in motive even though multiple in interests that we dedicate Asilomar 24 to the theme:

Roots and Branches

On questions concerning this year's program, write:

Marilyn Buckley Hanf
17 Columbia Circle
Berkeley, Ca. 94708

OR

June Byers
7864 Hillmont
Oakland, Ca. 94605

THE ASILOMAR 24 PROGRAM

Again this year the conference will combine GENERAL SESSIONS with SMALL GROUP DISCUSSIONS.

General Sessions

FRIDAY EVENING

THE ILLEGITIMATE THEATER

Philip Schultz, DeVera Marcus, Ray Barrett and Shirley Coates will perform dramatic selections.

SATURDAY AFTERNOON

B. JO KINNICK, poet

An informal gathering with B. Jo Kinnick who will discuss and read from her new book, *Miss Honky, The Black Flamingo, And The Blue Guitar*.

SATURDAY EVENING

Participants may attend any of the following:

Greek Folk dancing with MARIE MATHIOS

Selected Films by CCCTE Film Commission, PRESCOTT WRIGHT, Chairperson

Unexposed Poetry—A recitation of poetry by ROGER STEFFENS

SUNDAY MORNING

JOHN GARDNER, author, scholar, English teacher

Asilomar 24 proudly presents John Gardner, a major American Writer, author of *The Sunlight Dialogues, Grendel, The Wreckage of Agathon, Nickel Mountain, and Jason and Medeia*, who teaches Old and Middle English at Southern Illinois University.

"We must go back to sets of simple things,
hill and stream, woods, and the sea beyond—"

Robert Duncan
from "An Interlude"
in *Bending the Bow*

SMALL GROUP DISCUSSIONS

As in previous Asilomar Conferences participants choose one topic and join a small group of similarly interested English teachers who will remain together for all discussion sessions during the weekend. Skilled leaders will be with each group, but their role will be to facilitate the discussion, not to make presentations or to provide answers to questions motivating the discussions. Each participant should consider himself/herself as a resource person to the group. Suggested readings for groups are listed on page 6.

Focus One: The following sessions employ the process of group discussion to explore questions of PHILOSOPHICAL or PERSONAL interest to English teachers.

1. **STEINBECK AND THE MONTEREY PENINSULA**
Unwinding lesser known and lesser taught Steinbeck novels in their home setting. Conducted tour of Steinbeck country optional.
2. **TEACHERS AS POETS AS TEACHERS**
A poetry seminar for teachers who write, for poets who teach. Emphasis on sharing and discussing participants' own work. Attention to ways poets can use their particular skills and perceptions in teaching. Please bring 20-25 copies of the poems you wish to share with the group.
3. **BLAKE'S VISION: INNOCENCE, EXPERIENCE, AND APOCALYPSE**
Blake's portrayals of states of being and consciousness in selected works. Exploring Blake's ideas, aesthetics, and reactions to the poems and accompanying illustrations. Color slides of Blake's plates will accompany the discussion.
4. **THE IMAGE OF WOMAN IN LITERATURE**
A survey of the kinds of roles that authors, from Chaucer and Shakespeare to Spenser and Plato, have assigned to women in literature.
5. **REASSESSMENT OF ELECTIVE PROGRAMS**
Has the promise of English electives programs been fulfilled, or have elective programs created more problems than they have solved? Examination of reasons for strengthening programs; alternatives to elective programs.
6. **IN SEARCH OF THE POETIC VOICE**
For teachers, K-college, interested in the oral tradition. Focus on Cummings, Roethke, Yeats, Lowell, Thomas, Miles, Frost and Wilbur. Please bring copies of poems that you enjoy using or have questions about.
7. **LITERATURE AND THE TRANSCENDENTAL EXPERIENCE**
Activities which attempt to let the student begin merging with his/her transcendental self, as well as understanding more from the inside what transcendental literature touches upon. One aim is to become more consciously alive within a universe of wonder, rhythm, purpose, wholeness, and light. Each session will include 25 minutes of formal *zazen* (sitting meditation). Please bring pillows.
8. **THE JAPANESE NOVEL IN ITS CULTURAL CONTEXT**
Focuses on aspects of Japanese life and traditional Japanese art as reflected by Ikebana, Kabuki and calligraphy.
9. **THE TEACHER AS WRITER**
In this writing workshop, teachers progress from writing immediate interior monologues to memory writing, and then to an exploration of various points of view. Volunteered writings will be shared and materials discussed.
10. **MURDER WILL OUT: THE MODERN DETECTIVE NOVEL**
A discussion group for those interested in (or addicted to) the detective novel. Exchange of views and insights concerning representative authors, standard plot devices, social and ethnic attitudes reflected, and definition of man, morality, duty, and heroism. Consideration of appeal for different audiences.

11. HOW LANGUAGE SHAPES OUR ECOLOGY

Discussions focus on how our language affects our attitudes toward the environment. Examples from literature (Genesis, Shakespeare, Loren Easley) illustrate ways nature has traditionally been viewed in the western world, and how that view has influenced our treatment of the environment in this country.

12. RESPONSIBILITIES OF A DEPARTMENT CHAIRPERSON

Participants will develop criteria for evaluating departments of English for WASC to use and discuss teacher assessment. (This group will also have the opportunity of meeting with the Two Year College Committee regarding articulation.)

13. FICTION-NON-FICTION

Discussions focus on the question, what is "truth" in literature, in terms of the origins of the material and the method of narration. Readings discussed include factual material presented in a literary or fictional mode, and vice versa.

14. SEXUALITY IN LITERATURE FOR YOUNG ADULTS

Discussions focus on sexuality as presented in literature used in grades 6-12. Emphasis on current novels for young adults and the portrayal of various stages of sexuality and the psychological significance to young people.

15. FACT AND FICTION IN THE WORKS OF ERNEST J. GAINES

Exploring the world of Miss Jane Pittman and other Gaines characters through inquiry, discussion, and oral readings in order to investigate the symbols and realities of the works against the background of Gaines' own life.

16. SHORT STORIES AND POETRY OF D. H. LAWRENCE

Though best known as a novelist, Lawrence also wrote outstanding short stories and poems. Discussion of the range of his achievement, major lines of development from earlier to later short stories and poems, and some of his major themes.

Focus Two: The following sessions involving the active participation of members concentrate on PROFESSIONAL concerns and classroom application of current English topics.

17. QUESTIONING: HOW TO

A workshop on inquiry methods in English. How to compose and use questions to open, extend, and deepen student thought and feeling. How to shape the structure and focus of questions to develop powers of analysis, reasoning, and generalization.

18. READING: SOME NEW RESPONSES TO OLD QUESTIONS

Group exploration of the issues in the teaching and measurement of secondary school reading. Some examination of specific reading programs, with special attention to the application of the ideas of Kenneth Goodman.

19. AN OUTDOOR CURRICULUM

Use of the outdoors and "at hand" materials in developing integrated activities that promote language and thinking skills on the elementary level. Emphasis on small group activities that can be carried on outdoors, in hallways, room corners, or anywhere.

20. IMPLEMENTING THE FRAMEWORKS

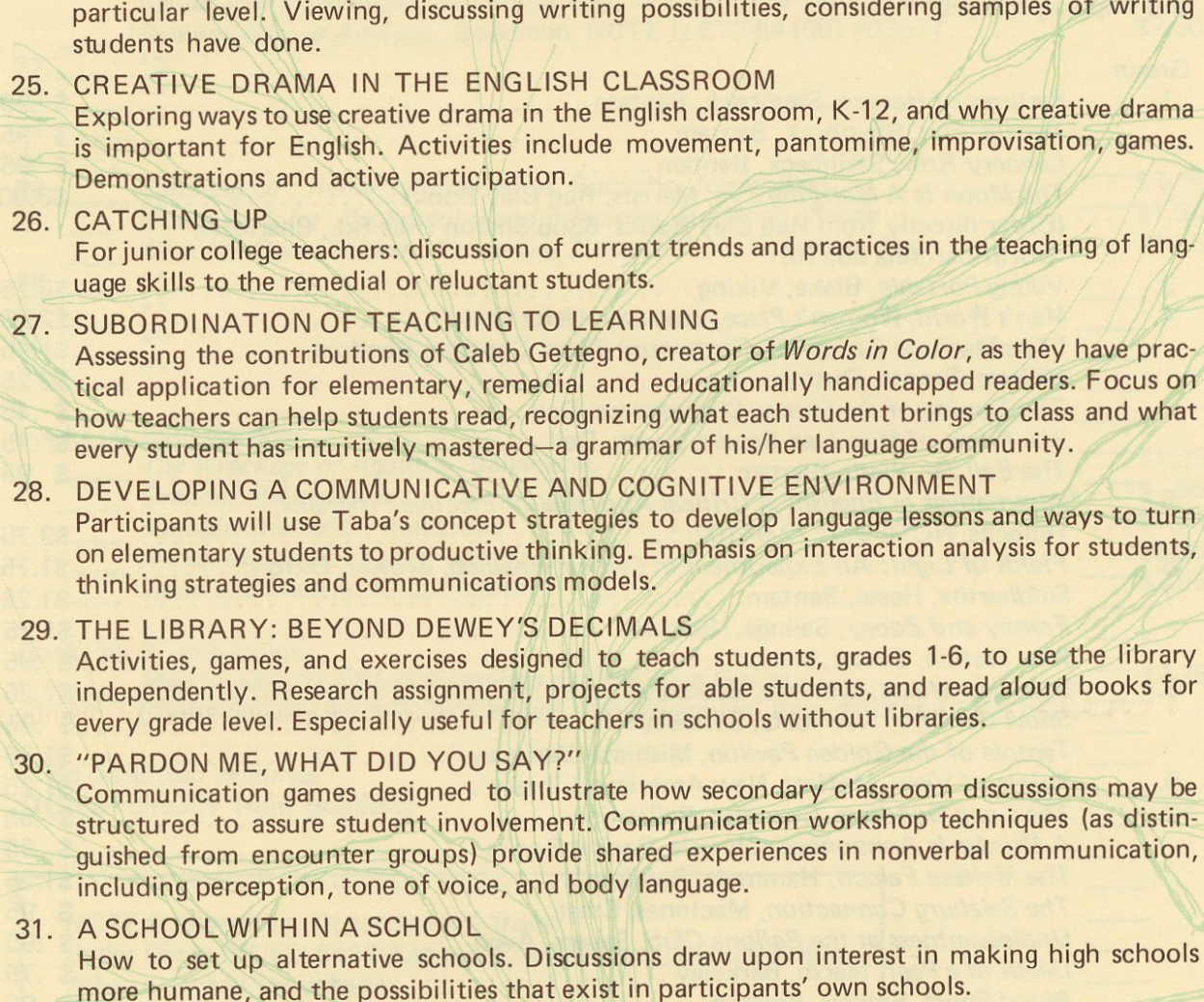
Using the English and Reading frameworks, this group will discuss implementing the frameworks at a district and school level, bringing language arts together with State monies, and knowing options before buying instructional materials.

21. EVERY READER IS A READING TEACHER

Comprehending the reading process of elementary students as a "psycholinguistic guessing game," the group will explore the Reading Miscue Inventory of Goodman and Burke both as a diagnostic tool for students and as a source of information about reading processes for teachers.

22. GAME THEORY AND THE LEARNING PROCESS

Exploring how game playing can promote learning at all grade levels. Discussions of theories of games and how teachers and students can create games. Explanation of both commercial and educational games. Planning games for individual classrooms.

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23. **ASSESSING ABILITY TO WRITE**
Teachers from Drake High School will share a writing assessment project which includes choosing a topic, developing a scoring guide, scoring papers and interpreting results. Participants will go through all steps of the assessment.
 24. **COMPOSING POSSIBILITIES THROUGH FILM—UNLIMITED**
Exploring ways to stimulate and shape writing through films for any grade level, some for a particular level. Viewing, discussing writing possibilities, considering samples of writing students have done.
 25. **CREATIVE DRAMA IN THE ENGLISH CLASSROOM**
Exploring ways to use creative drama in the English classroom, K-12, and why creative drama is important for English. Activities include movement, pantomime, improvisation, games. Demonstrations and active participation.
 26. **CATCHING UP**
For junior college teachers: discussion of current trends and practices in the teaching of language skills to the remedial or reluctant students.
 27. **SUBORDINATION OF TEACHING TO LEARNING**
Assessing the contributions of Caleb Gettegno, creator of *Words in Color*, as they have practical application for elementary, remedial and educationally handicapped readers. Focus on how teachers can help students read, recognizing what each student brings to class and what every student has intuitively mastered—a grammar of his/her language community.
 28. **DEVELOPING A COMMUNICATIVE AND COGNITIVE ENVIRONMENT**
Participants will use Taba's concept strategies to develop language lessons and ways to turn on elementary students to productive thinking. Emphasis on interaction analysis for students, thinking strategies and communications models.
 29. **THE LIBRARY: BEYOND DEWEY'S DECIMALS**
Activities, games, and exercises designed to teach students, grades 1-6, to use the library independently. Research assignment, projects for able students, and read aloud books for every grade level. Especially useful for teachers in schools without libraries.
 30. **"PARDON ME, WHAT DID YOU SAY?"**
Communication games designed to illustrate how secondary classroom discussions may be structured to assure student involvement. Communication workshop techniques (as distinguished from encounter groups) provide shared experiences in nonverbal communication, including perception, tone of voice, and body language.
 31. **A SCHOOL WITHIN A SCHOOL**
How to set up alternative schools. Discussions draw upon interest in making high schools more humane, and the possibilities that exist in participants' own schools.

CCCTE welcomes
The English Council of Two Year Colleges

ORDER FORM

Advanced Reading Selections for Asilomar 24

Check the titles you wish to order and enter the total amount. Add 10% for California sales tax and shipping charges.

Group

- | | | |
|-----------|---|--------|
| 1. _____ | <i>Pastures of Heaven</i> , Steinbeck, Bantam | \$.95 |
| _____ | <i>Tortilla Flat</i> , Steinbeck, Bantam | \$.95 |
| _____ | <i>Cannery Row</i> , Steinbeck, Bantam | \$.95 |
| 2. _____ | <i>The Moon Is A Marrying Eye</i> , Marcus, Red Clay Books | \$3.00 |
| | (Order directly from Red Clay Books, 6366 Sharon Hills Rd., Charlotte, North Carolina 28210) | |
| 3. _____ | <i>Viking Portable</i> , Blake, Viking | \$3.25 |
| 4. _____ | <i>Man's World, Woman's Place</i> , Janeway, Delta Dell | \$2.50 |
| _____ | "The Marriage Group" in <i>Canterbury Tales</i> , Chaucer, Random | \$1.95 |
| _____ | <i>Villette</i> , Bronte, Dutton | \$2.25 |
| _____ | <i>The Taming of the Shrew</i> , Shakespeare, Dell | \$.45 |
| _____ | <i>The Prime of Miss Jean Brodie</i> , Spark, Dell | \$.75 |
| _____ | <i>The Bell Jar</i> , Plath, Bantam | \$.95 |
| 5. _____ | * <i>Alternatives in English: A Critical Appraisal of Elective Programs</i> , Hillocks, NCTE #LC 72-94102. | \$2.75 |
| 6. _____ | <i>Fields of Light: An Experiment in Critical Reading</i> , Brower, Oxford. | \$1.75 |
| 7. _____ | <i>Siddhartha</i> , Hesse, Bantam | \$1.25 |
| _____ | <i>Franny and Zooey</i> , Salinger, Bantam | \$1.25 |
| _____ | <i>Way Station</i> , Simak, Manor | \$.95 |
| 8. _____ | <i>Sound of Waves</i> , Mishima, Berkeley | \$1.25 |
| _____ | <i>Snow Country</i> , Kawabata, Berkeley | \$.95 |
| _____ | <i>Temple of the Golden Pavilion</i> , Mishima, Berkeley | \$1.25 |
| 9. _____ | <i>Points of View</i> , Moffett, New American Library | \$1.25 |
| 10. _____ | <i>The Long Goodbye</i> , Chandler, Ballantine. | \$.95 |
| _____ | <i>A Murder Is Announced</i> , Christie, Pocket Books | \$.95 |
| _____ | <i>The Maltese Falcon</i> , Hammett, Random | \$1.25 |
| _____ | <i>The Salzburg Connection</i> , MacInnes, Crest. | \$.95 |
| _____ | <i>Unpleasantness at the Bellona Club</i> , Sayers, Avon | \$.95 |
| _____ | <i>Death of a Peer</i> , Marsh, Berkeley | \$.75 |
| _____ | <i>Blood Sport</i> , Francis, Bantam | \$.95 |
| _____ | <i>Lovely Ladies</i> , Freeling, Ballantine. | \$1.25 |
| _____ | <i>Glass Cell</i> , Highsmith, Manor | \$.75 |
| _____ | <i>Abominable Man</i> , Sjowall, Bantam. | \$.75 |
| _____ | <i>Man Whose Dreams Come True</i> , Symons, Popular | \$.75 |
| | (Other titles by the same authors may be substituted.) | |
| 11. _____ | ** | |
| 12. _____ | ** | |
| 13. _____ | <i>Now Let Us Praise Famous Men</i> , Aggee, Ballantine | \$1.25 |
| _____ | <i>Akenfield</i> , Blythe, Laurel. | \$1.25 |
| _____ | <i>Winesberg, Ohio</i> , Anderson, Viking (2nd ed.). | \$1.45 |
| 14. _____ | (Reading list will be mailed to group members.) | |
| 15. _____ | <i>Autobiography of Miss Jane Pittman</i> , Gaines, Bantam | \$1.25 |
| _____ | <i>A Long Day in November</i> , Gaines, Dell | \$.95 |
| 16. _____ | <i>Selected Poems</i> , Lawrence, Viking | \$1.45 |
| _____ | <i>Complete Short Stories, Vol. 2</i> , Lawrence, Viking | \$1.65 |
| 17. _____ | ** | |
| 18. _____ | <i>Learning to Read</i> , Chall, McGraw Hill | \$2.95 |
| _____ | * <i>Application to Reading Instruction</i> , Goodman, NCTE, (LC73-84400) #03677 . . . | \$2.50 |
| 19. _____ | ** | |

20. _____ ††*Framework in Reading for Elementary and Secondary Schools of California, State Dept.* \$1.25
 _____ ††*English Language Framework for California Public Schools*
 (Order from Bureau of Publications, California State Dept. of Education,
 721 Capitol Mall, Sacramento, Ca. 95814.) \$.50
21. _____ *Reading Miscue Inventory*, Goodman, Macmillan. \$4.95
 (Order from Macmillan, 23 Ordina Way, Orinda, Cal 94563, #18386)
- _____ **Reading Miscue Analysis*, Goodman, NCTE (LC73-84400) #03677. \$2,50
22. _____ **
 23. _____ **
 24. _____ **
 25. _____ **
26. _____ *Catching UP: Remedial Education*, Roueche, Jossey-Bass \$7.75
27. _____ *Words In Color: Background and Principles*, Gettengo, Xerox \$1.95
 _____ *What We Owe Children: Educating Through T.V.*, Gettengo, Avon \$1.65
28. _____ **
 29. _____ **
 30. _____ **
 31. _____ **

Books by John Gardner

- _____ *The Wreckage of Agathon*, Ballantine. \$1.25
 _____ *Grendel*, Ballantine. \$.95
 _____ *Sunlight Dialogues*, Ballantine \$1.95
 _____ *Nickel Mountain*, Knopf (cloth) \$6.95
 _____ *Jason and Medeia*, Knopf (cloth) \$7.95

Books by B. Jo Kinnick

- _____ *Miss Honky, The Black Flamingo and the Blue Guitar* \$2.75
 (Order directly from B. Jo Kinnick, 105 Greenbank Ave., Piedmont, Ca. 94611.)

**No advanced readings

††Order directly from publisher

*NCTE Publications, Order directly from:
 Order Dept., NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.
 Allow a month for delivery.

Send order form with check to:
 Sonya Blackman
 Books Unlimited Coop, Inc.
 1975 Shattuck Avenue, Berkeley, Ca. 94704

Amount for books \$ _____
 Plus 10% tax, _____
 handling _____
 TOTAL _____

Return Address for Books:

Name _____

Street _____

City _____ Zip _____

REGISTRATION

The 24th Asilomar Language Arts Conference

September 27, 28, 29, 1974

Participants may register for the conference by paying the full conference fee or by paying a \$15.00 deposit with the balance due September 15, 1974. A registration may not be canceled, but it may be transferred if the Registrar is notified at least one week before the conference.

Only individual registrations can be accepted and completed because accounting procedures make it impossible for CCCTE to bill a school district. Teachers whose school districts are sending them should pay their registration fee and then carry on their own negotiations with their school district for reimbursement.

Accommodations fees include six meals. Saturday night dinner is included. A reception will be held on the grounds at a minimal charge of \$3. Those planning to attend this event may add \$3 to their fees for registration.

The fees vary with the type of accommodation. In order to house as many as possible, the prices listed are for multiple occupancy. The number of reservations in each type of accommodation is limited. Reservations are on a first come first served basis.

Conference begins with dinner, 6:30 P.M., Friday evening, September 27, 1974 and concludes with lunch, 12:30 P.M., Sunday afternoon, September 29, 1974.

Name _____ Roommate _____

Address _____ City _____ Zip _____

School _____ Position _____

CCCTE Member yes _____ no * _____ Times attended Asilomar conference _____

I am interested in the Education Extension course (check)

Please indicate group session First Choice _____ Second Choice _____

Registration fee \$15.00 _____

Late registration (after September 15) \$20.00 _____

Check accommodations desired. Prices are per person—2 nights lodging and 6 meals.

Long View, Lodge, Scripps, Hill Top

2, 3, or 4 to a room \$28.00 _____

single \$32.00 _____

Surf and Sand, Sea Galaxy

3 or 4 to a room \$36.00 _____

2 to a room \$42.00 _____

View Crescent, North Woods, East Woods

2 to a room \$42.00 _____

single \$50.00 _____

Off-grounds (open to Monterey Peninsula residents only.

No meals.) \$15.00 _____

Reception. \$ 3.00 _____

TOTAL FEES \$ _____

AMOUNT ENCLOSED \$ _____

BALANCE DUE \$ _____

due September 15

Mail this form and the fee to:
Sister Katharine Emery, O.P.
9500 Stearns Avenue
Oakland, Ca. 94605

*APPLICATION FOR CCCTE MEMBERSHIP 1974-75

The Central Council of Teachers of English is the professional organization for teachers concerned with English education from preschool to college. The organization sponsors one day regional conferences and other activities for English teachers throughout the school year. The organization depends upon English teachers, elementary, secondary and college, for support and planning help. CCCTE is affiliated with the California Association of Teachers of English (CATE) and with the National Council of Teachers of English (NCTE).

Membership fees for CCCTE include a subscription to the *California English Journal*. Dues are \$10.00. All new members are urged to become active members by serving on committees and participating in regional conferences.

All participants at the Asilomar Conference are expected to be members of CCCTE.

Name _____

Address _____

City _____ Zip _____

School _____ Position _____

School Address _____

City _____ Zip _____

MAIL THIS APPLICATION WITH \$10.00 TO:

Ms. Thelma Worthen
630 West I Street
Benicia, Ca. 95410

Those whose membership expires before October 30, are expected to renew before the conference.

EDUCATION EXTENSION

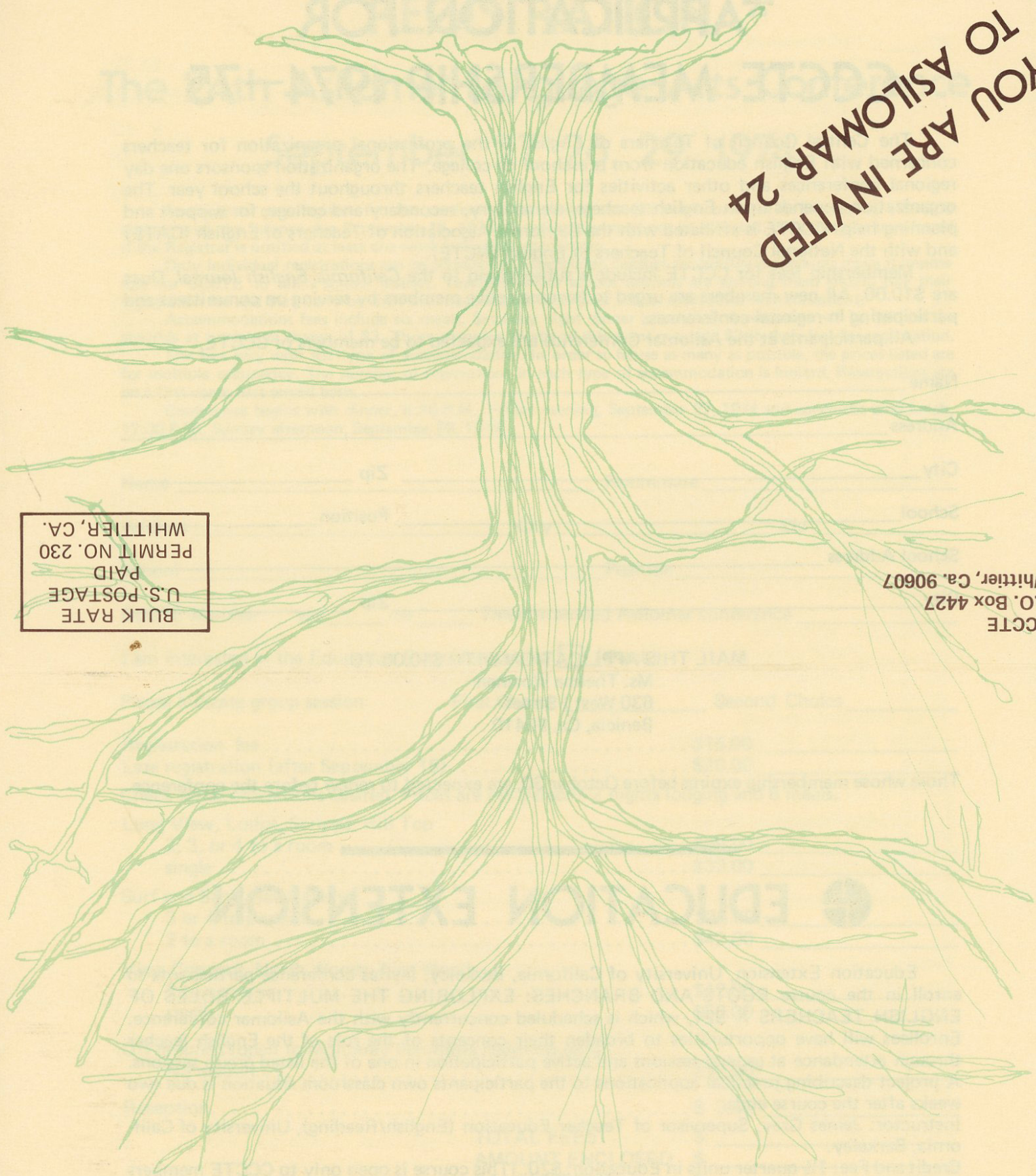
Education Extension, University of California, Berkeley, invites conference participants to enroll in the course ROOTS AND BRANCHES: EXPLORING THE MULTIPLE ROLES OF ENGLISH TEACHERS X 321, which is scheduled concurrently with the Asilomar conference. Enrollees will have opportunities to broaden their concepts of the role of the English teacher through attendance at general sessions and active participation in one of the listed group sessions. A project describing practical applications to the participants own classroom situation is due two weeks after the course ends.

Instructor: James Gray, Supervisor of Teacher Education (English/Reading), University of California, Berkeley.

Credit and Fee: 1½ quarter units in Education; \$20. (This course is open only to CCCTE members attending the Asilomar conference.)

If you are interested in enrolling for this course, please check the box on the application blank and Education Extension will send you an information sheet and application form. Or you may enroll at Asilomar on Friday, September 27.

**YOU ARE INVITED
TO ASILOMAR 24**



**BULK RATE
U.S. POSTAGE
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**CCCTE
P.O. Box 4427
Whittier, Ca. 90607**