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ASILOMAR

26



ASILOMAR 26

NEW DIRECTIONS:

Things Are More The Way They Are Now

Than They've Ever Been Before

On the one hand, a way to look at our theme is to take it apart. THINGS (students, teachers, schools, administrators, English, teaching, what-have-you) ARE MORE THE WAY THEY ARE NOW (have not really changed over the years) THAN THEY'VE EVER BEEN BEFORE (in fact, they are no different now than they were, twenty-five years ago). Given this interpretation, perhaps we can cope with the growing ground swell of the Back-To-Basics movement. Maybe this is the new or *one* of the new directions of English teaching.

On the other hand, another way is to treat the theme as a manifestation of the current obfuscation which seems to be clouding the English picture at present. Taken at a gulp, THINGS ARE MORE . . . is quite a mouthful, causing laughter among the uninitiated who do not realize the hidden significance of these few important words. Maybe this very obfuscatory ambiguity is one of the new directions.

Ultimately, the best way may be to focus on the first part of the theme as we open our second Asilomar quarter century this weekend. As we experience one of the group sessions, we may find for ourselves one of the new directions, one that we can, in all honesty, live with in order to benefit our students, to satisfy our personal predilections, and to bring honor to our profession.

Questions concerning this year's program should be addressed to

John G. Cotter  
2882 Marineview Drive  
San Leandro, California  
94577

Richard Latimer  
2025 Woodside Drive  
Santa Rosa, California  
95401

Arnold Soltov  
2216 Cummings Drive  
Santa Rosa, California  
95402

ASILOMAR

NEW DIRECTIONS:

Things Are More The Way They Are Now  
Than They've Ever Been Before

P R O G R A M

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

GENERAL SESSIONS

Friday Evening:

THE WAY WE WERE

JACK ARANSON in his one-man  
performance of Melville's  
*MOBY DICK*

Saturday Evening:

THE WAY WE ARE

GLORIA ODEN\* - Poetry Reading  
and Discussion

BROOK TAUZER - Jack London

BOB BLOOMBERG - Retrospective

JOHN PLATT - Readers' Theater

Later in the evening--LET'S DANCE!  
Dance the minuet, the varsouvienne,  
the fox trot, the charleston,  
what-have-you!

Sunday Morning:

THE WAY WE MAY BE

Non-denominational services  
in the Chapel

KAY BOYLE, noted writer and teacher,  
will be our final speaker

\*Poet-in-residence for the weekend



## 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

### 1 WHAT'S BASIC?

A way to answer the demands for "back to the basics," focusing on reading, writing, and talking. Group members will discuss and share approaches and processes for enriching the study of the language arts, for teaching students the essential--and basic--skills of self-communication.

### 2 TEACHING STEINBECK: THE MAN WHO WROTE FOR FUN--SERIOUSLY

Group members explore, discuss, and share the ideas, structures, and scope of the man who "wrote for fun" seriously. Concentration on Steinbeck's California novels and stories. Car caravan on Saturday to Salinas, Corral de Tierra and Cannery Row. Bring cameras.

### 3 \*MYTHS AND MEDIA FOR CLASSROOM PARTICIPATION

Through participation in a number of activities, group members will learn ways of using myths of many cultures as content for stimulating discussion, drama, writing, reading, and sensory and value awareness through the use of media, improvisation, games, chanting, etc. Ideas and material are easily adaptable to all grade levels and any time allotment (one class period, one week, one semester).

### 4 \*CONFLUENT READING

A group exploration designed to bring thinking and feeling together in a "confluent" approach to reading and learning. Group members will examine how processes of values clarification and development of self-awareness through art and communications activities may flow together to support reading development.

### 5 \*IS THERE READING AFTER DIAGNOSIS?

Group members will discuss and share experiences and ideas relating to the implementation of a psycholinguistic or miscue analysis approach that leads from diagnosis to reading/language strategy lessons. Emphasis is on classroom settings, but clinical settings will also be considered.

### 6 CHILDREN'S LITERATURE FOR GROWNUPS

Group members will explore the genres of childhood literature, including nursery rhymes, poetry, folk and fairy tales, animal stories, picture books, and novels and how they can be used in high school classrooms for literary study and creative writing experiences. Participants will learn and share classroom strategies, including pantomime, puppet-making, poetry-writing, exercises in recognizing sexual and racial stereotyping in texts, and ways to help students create their own books.

\*Of interest to elementary teachers.



- 7 TRAINING FOR A SECONDARY CURRICULUM IN SELF-UNDERSTANDING  
Developing an effective program in self-understanding for high school students requires a whole new approach to curriculum content and methods. Above all, teachers must first undergo the very self-exploration experiences that would be the core of the student curriculum. This workshop offers a sampling of parts of the curriculum of Project Community, an experimental high school program operating in the Mt. Diablo and Napa school districts. This experiment has particular importance as a model consonant with the intent of the RISE report in the area of affective education. Video-tapes and research data will help convey the effect of the program on both students and teachers.
- 8 \*EARLY CHILDHOOD WRITING  
Group members will learn how to set up a workshop for primary children that stimulates and encourages written expression, and how to assess the writing of primary students.
- 9 \*HANDCRAFTS AND ORAL LANGUAGE DEVELOPMENT  
Discussion of the early development of oral language in pre-school and kindergarten children through a hands-on-crafts-based program. Participants will share experiences and ideas with crafts. Materials will be provided.
- 10 \*LANGUAGE AND SEXISM  
As thought affects language, so language affects thought. What are the value connotations between such opposite and supposedly equal pairs of words as "patron-matron," "prince-princess," "wife-husband," and "masculine-feminine," as well as the use of he/she and him/her? Group members will explore these and other non-conscious language usages that contribute to our folklore about the sexes.
- 11 \*BEFORE WRITING  
A writer perceives, feels, gains insight; a writer pre-figures verbally; a writer uses syntactic and logical tools to shape and, in the shaping, to discover his ideas and himself. Group members will explore specific ways to develop each of these three stages in writers of all ages. Participants are invited to bring their own teaching strategies to share.
- 12 NEW TECHNIQUES IN TEACHING DRAMA IN THE ENGLISH CLASSROOM  
For teachers who wish to create classrooms open to the full excitement of great plays this workshop will demonstrate and examine new teaching strategies rooted in the nature of dramatic literature and leading away from the practice of teaching plays as if they were novels or narrative poems. Group members will participate in activities intended to help students become intelligent, imaginative, perceptive, and appreciative theatre audiences of the future. Participants should bring copies of *Julius Caesar*, *Macbeth*, *Hamlet* and *Taming of the Shrew*.
- 13 THE ADOLESCENT NOVEL AND THE PLEASURE OF READING: A RATIONALE  
Group members will examine the genre of the adolescent novel for both its literary and its psychological appeal to the adolescent reader. Discussion will focus on the importance of the adolescent novel in the total reading experience of students, especially 7th through 10th graders.

\*Of interest to elementary teachers.



- 14 \*MOUTH MUSIC: POETRY IN THE MAKING  
The poet is a sensualist; his pleasure is derived from his resolution of language. What that language is results from his deepest coping with self. Group members will have opportunities to write their own poems and share their writings with others. The process emphasizes seeing behind words and into feelings in order to improve the precision of imagery. Attention will be given to the intricacies of craft, but details of prosody will not be overemphasized.
- 15 \*POLITICS IN EDUCATION: ECE and RISE  
An opportunity to discuss the role of politics in education, especially the impact--both actual and potential--of the Early Childhood Education Act (SB 1302) with its program implementation guidelines, and the Report of the Commission on Reform in Intermediate and Secondary Education (RISE) with its potential for influencing secondary curricula.
- 16 \*CUT, PASTE, AND COPY: LOW-BUDGET INDIVIDUALIZATION  
Presenting ways to individualize with little money and lots of energy, this workshop is intended for scroungers, collectors, and others who are interested in flexible language arts and/or social studies programs that have built-in opportunities for development of skills and parent contacts. Group members will be able to begin developing their own individualized units and making a year-long schedule. Bring district school year calendar, materials (dittoes, books, unprocessed materials) of a unit you have already used and would like to individualize, and a list of units and/or skills you would like to teach during the year.
- 17 \*BASIC COMPETENCIES: SPELLING AND VOCABULARY  
In this time of interest in basic skills, the emphasis on vocabulary development and spelling is again obvious. Participants will assess ways to relate learners to spellers and vocabulary development to personalized learning.
- 18 THE PLAYS OF ARTHUR MILLER  
*All My Sons, The Crucible, After the Fall, and View From the Bridge* will serve as the foci of an in-depth study of the development of Miller as a playwright reflecting conflicts and consequences in modern society. Group participants are requested to read these plays before the conference and bring their own copies for reference.
- 19 JOURNALS, LOGS, DIARIES  
An exploration of classroom uses of the journal--both student journal writing and parallel reading of published journals and diaries. Group members will exchange experiences, readings, and assignments that help students develop self-awareness, generalize about and evaluate their own experiences, and that give them opportunities to take part in events as recorded and responded to in particular places at particular times.
- 20 TO WALDEN AND BACK  
Man makes contact with nature in various ways. Often in the process, he discovers some revealing things about himself, and sometimes gives literary form to his experience with nature. Group members will share ideas, readings, and activities for a "man and nature" elective at the 11th and 12th grade levels. Participants should read the Thoreau, Muir and Easley works of their choice, as well as such poets as Frost, Jeffers, and Whitman.

\*Of interest to elementary teachers.



- 21 A RETURN TO READING: WHAT NOW?  
How does an English teacher respond to the growing demand for a return to basic instruction in reading? In the face of cultural forces, antithetical to reading, how can students be guided to appreciate the written word as a source of information and pleasure? Materials will be furnished.
- 22 WRITING IN THE CONTENT AREAS  
A workshop in which participants will look on writing as a means of learning rather than merely a medium by which the student informs the already informed.
- 23 THE CRISIS IN WRITING: PROBLEMS AND SOLUTIONS  
A discussion section sponsored by UC Berkeley/Bay Area Writing Project. Materials will be provided participants.
- 24 THE POETRY OF DIANE WAKOSKI  
A workshop-discussion of a contemporary American poet. The nature of poetry in our time can be most effectively illustrated by experiencing a poet whose work is alive in our time.
- 25 HELP! FOR THE FIRST-TIME ENGLISH TEACHER!  
What to do on Monday, Tuesday, Wednesday, Thursday, Friday!  
Participants will become familiar with new approaches in teaching language, literature and composition. They are encouraged to bring a list of materials currently available to them. Emphasis will be placed on making practical units of works.
- 26 JOYCE CAROL OATES: EXTRAORDINARY POPULAR DELUSIONS  
Much of the writing of Joyce Carol Oates examines definitions of reality that no longer work in today's world--definitions of women, of parents and children, or marriage and social morality. Participants will discuss the collapse of these definitions and the resulting violence as they occur in *Expensive People*, a novel, and in two collections of short stories, *By the North Gate* and *Marriage and Infidelity*.
- 27 ROBINSON JEFFERS: HIS POETRY, HIS COUNTRY, HIS INSPIRATIONS  
A seminar in Robinson Jeffers, exploring techniques to bring his rich poetry and singular environment to students with the aid of visual and audio media. Various perspectives on Jeffers will be discussed and analyzed for classroom and personal enrichment. One outside meeting is included to experience Jeffers poetry in its rugged, natural setting.

## REGISTRATION

The 26th Asilomar Language Arts Conference  
September 24, 25, 26, 1976

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, 1976. A registration MAY NOT BE CANCELLED, 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.

Accommodation 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. Reservations are on a first-come, first-served basis.

Conference begins with dinner, 6:30 p.m., Friday evening, September 24, and concludes with lunch, 12:30 p.m., Sunday afternoon, September 26. Participants who cannot arrive in time for Friday evening dinner may pick up a box lunch in the dining room from 8:00 p.m. - 9:30 p.m. Requests for this service must be received no later than September 10.

Name \_\_\_\_\_ Roommate \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

School \_\_\_\_\_ Position \_\_\_\_\_

CCCTE Member: Yes \_\_\_\_\_ \*No \_\_\_\_\_ Times attended Asilomar Conference \_\_\_\_\_

I want a box lunch Friday evening after \_\_\_\_\_ (Check)  
8:00 p.m. (in place of the 6:30 p.m.  
dinner served in the dining room).

I prefer to room with a non-smoker. \_\_\_\_\_ (Check)

PLEASE indicate group session: First Choice \_\_\_\_\_

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

\*Please read information regarding membership. All participants are expected to be members of CCCTE or any other Regional Affiliate of CATE.



A. REGISTRATION FEE

Early Registration Fee (all fees, including accommodation fees, paid in full by July 1)	\$10.00	_____
Regular Registration Fee	15.00	_____
Late Registration Fee (after September 15)	20.00	_____

B. ACCOMMODATION FEE

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

Long View, Lodge Scripps 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	_____
View Crescent, North Woods, East Woods 2 to a room	42.00	_____
Single	50.00	_____

C. OFF-GROUNDS FEE

A Conference Grounds fee must be paid by all off-grounds participants in addition to the Conference Registration Fee. (Open to Monterey Peninsula residents only. No meals.)	5.00	_____
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D. RECEPTION (Optional)	3.00	_____
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PLEASE MAIL THIS FORM AND FEES

TO: Sister Katharine Emery, O.P.

9500 Stearns Avenue

Oakland, California 94605

A. Registration	\$	_____
B. Accommodations	\$	_____
C. Off-Grounds	\$	_____
D. Reception	\$	_____
TOTAL FEES	\$	_____
AMOUNT ENCLOSED	\$	_____
BALANCE DUE	\$	_____
SEPTEMBER 15		



EDUCATION EXTENSION

Education Extension, University of California, Berkeley, again invites conference participants to enroll in the course ~~NEW DIRECTIONS FOR ENGLISH~~ <sup>X338,</sup> which is scheduled concurrently with the Asilomar Conference, and enables participants to explore in depth, through the workshops and general sessions, several aspects of the changing dimensions in the teaching of English/language arts. Active participation in one of the listed group sessions is required, and a project describing practical applications to the participant's own classroom situation is due two weeks after the course ends. A brief orientation meeting will be held Friday evening. *and eat together at lunch on Sun?*

Instructors: Yetive Bradley, Coordinator, Follow Through Program,  
Oakland Unified School District;  
James Pierce, English Department Chairman,  
Redwood High School, Larkspur.

Credit and Fee: 1-1/2 quarter units in Education: \$20. (This course is open only to CCCTE or other CATE Regional Affiliate members attending the Asilomar Conference.)

Registration will take place at Asilomar between 4:00 and 8:00 p.m. on Friday, September 24. *23, (For addl info, call Ed Ext. (415) 642-1171, or write Ed Ext...)*

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APPLICATION FOR CCCTE MEMBERSHIP 1976-77

The Central Council of Teachers of English is the professional organization for teachers concerned with English education from pre-school 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, a state affiliate of the National Council of Teachers of English, NCTE).

Membership fees for CCCTE include a subscription to CALIFORNIA ENGLISH. Dues are \$10. 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 or any other Regional Affiliate of CATE.

Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

School \_\_\_\_\_ Position \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Mail this application with \$10 to: Mary Lee Glass, Gunn High School  
780 Arastradero Rd., Palo Alto, CA 94306



ORDER FORM

Advance Reading Selections for  
Asilomar 26

Check the titles you wish to order from BOOKPLACE, 50 Clement Street, San Francisco, CA 94118, and enter the total amount. Prices listed include 10% for California sales tax and shipping charges. When ordering from other sources, please add sales tax and shipping charges.

GROUP	TITLE	PRICE
2	<i>PASTURES OF HEAVEN</i> , Steinbeck (Bantam)	\$ .95 _____
	<i>CANNERY ROW</i> , Steinbeck (Bantam)	.95 _____
	<i>LOG FROM SEA OF CORTEZ</i> , Steinbeck (Bantam)	1.25 _____
4	<i>HUMAN TEACHING FOR HUMAN LEARNING</i> , Brown (Esalen Books, Viking Press)	2.45 _____
6	<i>FREE TO BE YOU AND ME</i> , Hart, Pergrebin (McGraw-Hill)	5.00 _____
8	<i>A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM K-6</i> , Moffett (Houghton-Mifflin) Optional	8.50 _____
	<i>LANGUAGE ARTS INSTRUCTION: A HANDBOOK OF OPTIONS</i> , Mt. Diablo Unified School District (Optional)	3.00 _____
9	<i>THE LITTLE KIDS CRAFT BOOK</i> , Vermeer & Lariviere (Taplinger) Optional	8.95 _____
	<i>THE LITTLE KIDS FOUR SEASONS CRAFT BOOK</i> , Lariviere (Taplinger) Optional	9.95 _____
13	<i>THE OUTSIDERS</i> , Hinton (Dell)	.75 _____
	<i>I NEVER LOVED YOUR MIND</i> , Zindel (Bantam)	.95 _____
	<i>GO ASK ALICE</i> (Avon)	1.25 _____
15	<i>RISE REPORT</i> and <i>REPORT OF EARLY CHILDHOOD EDUCATION COMMITTEE</i> State Dept. of Education, Sacramento 95814	
16	<i>RISE REPORT</i> State Dept. of Education, Sacramento 95814	
19	<i>DIARY OF A HARLEM SCHOOLTEACHER</i> , Haskins (Grove Press)	.95 _____
	<i>CHILD OF THE DARK</i> , de Jesus (NAL)	1.25 _____
	<i>ANNAPURNA</i> , Herzog (Popular Library)	.75 _____
22	<i>UNDERSTANDING CHILDREN'S WRITING</i> , Burgess (Penguin)	2.35 _____
26	<i>EXPENSIVE PEOPLE</i> , Oates (Fawcett)	.95 _____
	<i>BY THE NORTH GATE</i> , Oates (Fawcett)	.95 _____
	<i>MARRIAGE AND INFIDELITY</i> , Oates (Fawcett)	1.50 _____
	TOTAL	\$ _____