

CENTRAL CALIFORNIA COUNCIL OF TEACHERS OF ENGLISH

ANNOUNCES

\*\*\*

- WHAT? THE SIXTH ASILOMAR CONFERENCE IN LANGUAGE ARTS . . . . Co-SPONSORED THIS YEAR BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION AND PLANNED IN COOPERATION WITH C.A.S.A., C.S.S.A., C.A.S.S.A., I.R.A., BAY AREA CURRICULUM COUNCIL, AND BAY AREA SOCIAL STUDIES COUNCIL.
- WHEN? SEPTEMBER 28, 29, 30, 1956.
- WHERE? ASILOMAR ON THE MONTEREY PENINSULA.
- WHY? WITH THE GENERAL OBJECTIVE OF IMPROVING THE TEACHING OF ENGLISH AT ALL LEVELS THROUGH AN APPRAISAL OF DEVELOPMENTS IN THE ENGLISH LANGUAGE ARTS PROGRAM.

\*\*\*

- PLAN OF THE CONFERENCE IN AN ATTEMPT TO ORGANIZE A CONFERENCE WHICH FOCUSES UPON PROBLEMS COMMON TO ADMINISTRATIVE, SUPERVISORY, AND TEACHER GROUPS THE STUDY COMMISSION OF THE C.C.C.T.E. HAS JOINTLY PLANNED THE PROGRAM WITH THE CALIFORNIA STATE DEPARTMENT OF EDUCATION AND MEMBERS OF ADMINISTRATIVE AND SUPERVISORY GROUPS. THE ASILOMAR CONFERENCES IN LANGUAGE ARTS ARE UNIQUE IN THAT ALL PARTICIPANTS IN A SERIES OF MEETINGS DURING A WEEKEND DISCUSS A CHOSEN TOPIC IN SMALL GROUPS WITH RESOURCE PERSONS FROM ELEMENTARY, HIGH SCHOOL, AND COLLEGE LEVELS. THE 1956 ASILOMAR CONFERENCE WILL ALSO OFFER AN OPPORTUNITY FOR NON-PROFESSIONALS TO JOIN WITH US IN FRUITFUL DISCUSSION OF OUR COMMON PROBLEMS.

\*\*\*

- SPEAKER LUELLA B. COOK, THE PRESIDENT OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, SERVED AS CONSULTANT IN CURRICULUM DEVELOPMENT FOR THE MINNEAPOLIS PUBLIC SCHOOLS FROM 1943 TO 1955. SHE HAS DEVELOPED MANY TEXTBOOKS IN LANGUAGE AND LITERATURE. IN 1953 THE UNIVERSITY OF MINNESOTA HONORED MRS. COOK WITH ITS DISTINGUISHED ACHIEVEMENT AWARD.

\*\*\*

IDEAS THAT WORK

EACH PARTICIPANT WILL RECEIVE A BOOKLET OF IDEAS THAT WORK. THIS BOOKLET IS IN PREPARATION NOW, AND THE COMMITTEE IN CHARGE WILL WELCOME YOUR CONTRIBUTION IF YOU WISH TO MAKE ONE.

IF YOU HAVE AN IDEA THAT WORKED SUCCESSFULLY IN THE CLASSROOM, EXPLAIN IT SUFFICIENTLY FOR ANOTHER TEACHER WHO MAY WISH TO USE IT. ADD YOUR NAME AND POSITION AND SEND IT TO DR. WALTER LOBAN, HAVILAND HALL, UNIVERSITY OF CALIFORNIA, BERKELEY.

IDEAS SHOULD NOT EXCEED TWO TYPEWRITTEN SHEETS. BEFORE YOU SEND IN YOUR IDEA, ASK SOME FRIEND TO EXAMINE IT FOR ANY ELEMENTS WHICH MIGHT NOT BE CLEAR TO A READER ALTHOUGH THEY MAY SEEN PERFECTLY OBVIOUS TO YOU.

GROUP TOPICS

1. THE ORGANIZATION AND THE CONTENT OF THE COURSE IN AMERICAN LITERATURE  
WHAT ARE NEW PATTERNS IN THE TEACHING OF AMERICAN LITERATURE?  
WHAT ARE THE STRENGTHS AND WEAKNESSES OF THE TIME HONORED APPROACHES?
2. WHAT DOES LINGUISTIC GRAMMAR HAVE TO OFFER?  
ARE THERE SIGNIFICANT DIFFERENCES BETWEEN LINGUISTIC AND TRADITIONAL GRAMMAR THAT AFFECT THE STUDENT'S UNDERSTANDING OF HOW HIS LANGUAGE FUNCTIONS?
3. EXPLOITING THE RESOURCES OF THE TAPE RECORDER  
HOW CAN THE TAPE RECORDER BE USED IN DEVELOPING TECHNIQUES OF STUDENT EVALUATION? IN EXPERIENCES BETWEEN SUCCEEDING CLASSES? IN PERFECTING DISCUSSION TECHNIQUES OF BOTH STUDENT AND TEACHER? IN INTRODUCING UNUSUAL AND RELEVANT EXPERIENCES INTO THE CLASSROOM?
4. BRIDGING THE GAP BETWEEN TEACHING AND TRAINING  
HOW CAN BETTER MEANS BE DEVELOPED FOR EXCHANGE OF IDEAS BETWEEN TEACHERS IN THE FIELD AND MEMBERS OF ENGLISH AND EDUCATION DEPARTMENTS IN TEACHER TRAINING INSTITUTIONS? CAN A HELPFUL, POSITIVE TYPE OF LIAISON BE MAINTAINED? AT WHAT STAGES IN THE TEACHER'S CAREER IS "FEEDBACK" MORE VALUABLE?
5. THE USES OF EVALUATION IN THE ENGLISH PROGRAM  
HOW CAN WE MAKE TESTING A MORE EFFECTIVE LEARNING EXPERIENCE FOR STUDENTS AND A KEY TO REVISION OF METHOD OR CONTENT? WHAT ARE THE RELATIVE MERITS OF OBJECTIVE AND ESSAY EXAMS?
6. METHODS OF CLASSROOM ORGANIZATION  
HOW DO YOU RUN A THREE-RING CIRCUS? HOW DOES CLASS SIZE AFFECT CLASSROOM ORGANIZATION? HOW CAN ADMINISTRATORS AND SUPERVISORS HELP TEACHERS PLAN THE CLASSROOM ORGANIZATION?
7. HOW CAN WE GROUP STUDENTS TO MEET THEIR NEEDS?  
ARE LANGUAGE ACHIEVEMENT AND IQ THE ONLY SOUND BASES FOR SEGREGATING STUDENTS? WHO BENEFITS FROM SEGREGATION? WHAT DOES SOCIOMETRICS HAVE TO OFFER?

8. THE ROLE OF THE ENGLISH TEACHER IN CURRICULUM PLANNING  
WHAT SPECIAL CONTRIBUTIONS CAN THE ENGLISH TEACHER MAKE TO CURRICULUM PLANNING? HOW SHOULD CRITERIA FOR CURRICULUM BE DETERMINED? WHAT IS A REALISTIC PROCEDURE FOR ACHIEVING GENUINE SUPPORT FOR THE CURRICULUM BY THOSE WHO MUST PUT IT INTO PRACTICE?
9. WHEN AND HOW DO WE START PREPARING THE STUDENT FOR SUBJECT A?  
WHAT KINDS OF ACHIEVEMENT ASSURE SUCCESS IN THE COLLEGE ENTRANCE EXAM? HOW MUCH WORK IN DIRECT PREPARATION FOR COLLEGE ENTRANCE EXAMS CAN BE JUSTIFIED? HOW CAN TEACHERS AT ALL LEVELS CONTRIBUTE TO PREPARATION FOR COLLEGE ENTRANCE EXAMINATIONS?
10. EMERGING PATTERNS IN THE SEVENTH-EIGHTH GRADE PROGRAM  
WHAT ARE RENEWED DEVELOPMENTS IN THE CORE AND BLOCK PROGRAMS? WHAT IS THE PLACE OF LITERATURE IN THIS PROGRAM?
11. HOW CAN THE LANGUAGE ARTS PROGRAM CHALLENGE THE GIFTED STUDENT?  
CAN WE CAPITALIZE UPON THE GIFTED STUDENT'S CAPACITY FOR INNERDIRECTION? HOW CAN HIS TALENTS BE USED TO ENRICH THE PROGRAM FOR ALL?
12. MAKING ENGLISH MEANINGFUL FOR THE TERMINAL STUDENT  
IN TERMS OF HIS SELF PICTURE, WHAT ENGLISH EXPERIENCES ARE IMPORTANT AND ACCEPTABLE TO THE TERMINAL STUDENT?
13. UTILIZING THE RESOURCES OF MODERN LITERATURE  
WHICH WORKS OF MODERN LITERATURE INTEREST TODAY'S STUDENT? WHICH ENHANCE VALUES? HOW CAN WE USE MODERN LITERATURE TO PROMOTE SELF-UNDERSTANDING AND FOCUS UPON TODAY'S PROBLEMS?
14. WRITING AS PERSONAL EXPERIENCE  
HOW CAN THE SPARK OF PERSONAL EXPRESSION BE KEPT ALIVE AT ALL LEVELS? HOW CAN WRITING BE USED TO PROMOTE INTROSPECTION AND SELF-DISCOVERY?
15. MAINTAINING CONTINUITY BETWEEN THE ELEMENTARY AND SECONDARY LEVELS  
WHAT ARE THE CHARACTERISTICS OF LANGUAGE GROWTH AT THE VARIOUS STAGES OF DEVELOPMENT IN THE CHILD? HOW CAN A GENERAL AWARENESS OF THIS GROWTH PROCESS IMPROVE ARTICULATION BETWEEN THE ELEMENTARY AND SECONDARY LEVELS? WHAT COMPLICATIONS ARISE FROM INDIVIDUAL DIFFERENCES AND HOW ARE THEY BEST MET?
16. SHAPING THE LANGUAGE LEARNING PROCESS FOR A WHOLE SEMESTER  
HOW CAN WE BRING THE STUDENT TO A SHARPER APPRECIATION OF LANGUAGE LEARNING AS THE PROCESS OF PERSONAL GROWTH? CAN WE BEST ACHIEVE OUR AIMS BY EMPHASIZING PROCESS GOALS RATHER THAN CONTENT COVERAGE? IS THERE AN "ESTHETICS" OF THE LEARNING PROCESS TO BE STRIVEN FOR BY STUDENTS AND TEACHERS? WHAT WOULD BE THE CRITERIA FOR MEASURING SUCCESS IN SUCH A LANGUAGE LEARNING PROCESS?
17. THE READING PROGRAM  
HOW CAN WE SET UP A READING PROGRAM INVOLVING REMEDIAL AND DEVELOPMENTAL ASPECTS?
18. PROBLEMS OF TEACHING ENGLISH AT THE JUNIOR COLLEGE LEVEL  
WHAT ARE CHANGING PATTERNS IN COLLEGE FRESHMAN ENGLISH?  
WHAT IS A REALISTIC LOAD FOR A COURSE IN FRESHMAN ENGLISH?  
WHAT IS THE PLACE AND NATURE OF THE FRESHMAN ENGLISH COURSE IN A SCHOOLWIDE GENERAL EDUCATION PROGRAM?
19. DEVELOPING SPEECH ACTIVITIES IN THE LANGUAGE ARTS PROGRAM  
HOW CAN SPEECH AND WRITING ACTIVITIES BE DEVELOPED SO THEY ARE MUTUALLY REINFORCING?  
WHAT IS A DESIRABLE BALANCE BETWEEN SPEECH AND WRITING ACTIVITIES IN THE ENGLISH COURSE?  
HOW CAN STUDENTS AND INSTRUCTORS JOINTLY ASSESS SPEECH ACTIVITIES?
20. MODERN TRENDS IN TEACHING THE LANGUAGE ARTS  
WHAT ARE THE IMPLICATIONS OF PLACING THE EMPHASIS ON COMMUNICATION IN THE ENGLISH CLASSROOM?  
WHAT IS THE ROLE OF CRITICAL THINKING?  
WHAT IS THE IMPORTANCE OF A STUDY OF THE MASS MEDIA?  
WHAT ARE PRACTICAL AND SUCCESSFUL USES OF GROUP DISCUSSION?
21. THE ENGLISH PROGRAM AND THE DROP OUT PROBLEM  
WHAT CAN BE DONE TO CREATE A SATISFACTORY EXPERIENCE FOR THE STUDENT WHO ORDINARILY FINDS THE ENGLISH CLASSROOM ACTIVITIES A HUMILIATING EXPERIENCE?  
WHAT DOES RESEARCH SAY ABOUT THE DROP OUT PROBLEM?
22. COOPERATIVE PLANNING OF TEACHERS AND LIBRARIANS IN GUIDING INDEPENDENT READING  
HOW CAN TEACHERS AND LIBRARIANS EFFECTIVELY COOPERATE?  
CAN A COOPERATIVE EFFORT INCREASE MEASURABLY THE READING IN A SCHOOL?
23. PLANNING RESEARCH AND ACTION IN THE LANGUAGE ARTS PROGRAM  
ARE THERE OPPORTUNITIES FOR JOINT PLANNING, EXPERIMENT, AND EXCHANGE OF INFORMATION THAT SHOULD BE CAPITALIZED UPON?  
IN THE TEACHING OF LITERATURE?  
IN DISCUSSION TECHNIQUES? IN EVALUATION?  
IN CURRICULUM PLANNING?  
IN THE TEACHING OF CRITICAL THINKING?  
IN ASSESSING TEACHER TRAINING?

RESERVATION INFORMATION

RESERVATION FEES:

FOR LODGING IN DOUBLE ROOMS FRIDAY AND SATURDAY NIGHTS AND FIVE MEALS (SATURDAY NIGHT DINNER EXCLUDED) AND CONFERENCE REGISTRATION. \$19.50

FOR LODGING IN SINGLE ROOMS FRIDAY AND SATURDAY NIGHTS AND FIVE MEALS (SATURDAY NIGHT DINNER EXCLUDED) AND CONFERENCE REGISTRATION. \$21.50

FOR OFF GROUNDS RESERVATIONS INCLUDING CONFERENCE REGISTRATION FEES AND LUNCHEON SATURDAY AND SUNDAY. (OFF GROUND RESERVATIONS ARE LIMITED TO MONTEREY AREA RESIDENTS ONLY) ARRANGEMENTS WITH THE ASILOMAR MANAGEMENT MAKE IT MORE PRACTICAL FOR OTHER CONFEREES TO REMAIN ON GROUNDS). \$9.50

RESERVATIONS MAY NOT BE CANCELLED BUT MAY BE TRANSFERRED IF YOU ARE UNABLE TO ATTEND.

RESERVATIONS ARE LIMITED; THEREFORE, THEY WILL BE ACCEPTED ON A FIRST-COME-FIRST-SERVED BASIS.

MAKE CHECKS PAYABLE TO THE CENTRAL CALIFORNIA COUNCIL OF TEACHERS OF ENGLISH.

RESERVATIONS WITH FEES SHOULD REACH MISS MURIEL ARENDS, 174 ORANGE STREET, OAKLAND 10, BY SEPTEMBER 15TH.

THE CONFERENCE BEGINS WITH DINNER AT 6:00 P.M. ON FRIDAY, SEPTEMBER 28TH.

-----  
(DETACH HERE)

NAME \_\_\_\_\_

STREET \_\_\_\_\_

CITY \_\_\_\_\_

SCHOOL \_\_\_\_\_

CITY \_\_\_\_\_

POSITION (PLEASE BE SPECIFIC) \_\_\_\_\_

I WOULD LIKE TO ROOM WITH \_\_\_\_\_

I HAVE ATTENDED FIVE \_\_\_\_\_ FOUR \_\_\_\_\_ THREE \_\_\_\_\_ TWO \_\_\_\_\_ ONE \_\_\_\_\_ NO PREVIOUS \_\_\_\_\_ C.C.C.T.E. ASILOMAR CONFERENCES.

PLEASE INDICATE YOUR FIRST, SECOND, AND THIRD CHOICES OF GROUPS IN WHICH YOU ARE INTERESTED. (SEE ATTACHED LIST)

GROUP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CHOICE																	

GROUP	18	19	20	21	22	23
CHOICE						