

*The
Curriculum Study Commission
of the
Central California Council
of
Teachers of English
cordially invites
You,
the one English teacher who can make a difference
to your students right now, to participate in the
Twenty-second Annual Language Arts Conference
at
Asilomar State Park
Pacific Grove, California
September 29, 30, and October 1, 1972
beginning with dinner six-thirty p.m. Friday*

R. S. V. P.

YOU WILL WANT TO PARTICIPATE IN ASILOMAR 22!

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 21 years.

More recently, through its position paper, "Accountability: English Style" which appeared in the February 1972 issue of the *California English Journal*, the Commission has expanded this concept to include dialogue with all those communities to which English teachers owe a legitimate accountability. The Curriculum Study Commission believes that the profession must do some serious thinking about how it will respond to the many groups who feel that they have a right to demand such accountability.

Because of its confidence in the ability of English teachers to accept and act upon their own responsibilities when they have an opportunity to do so, the Commission has decided to devote the entire effort of Asilomar 22 to one theme:

HOW CAN THE HUMANIZING GOALS OF ENGLISH CONTRIBUTE TO AN EXPANDED LITERACY FOR THE INDIVIDUAL?



HOW THIS CONFERENCE WILL WORK

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

GENERAL SESSIONS:

Friday Evening

Walter Ong, S. J., Department of English,
St. Louis University, St. Louis, Mo.

Saturday Morning

Douglas Heath, Department of Psychology,
Haverford College, Haverford, Pa.

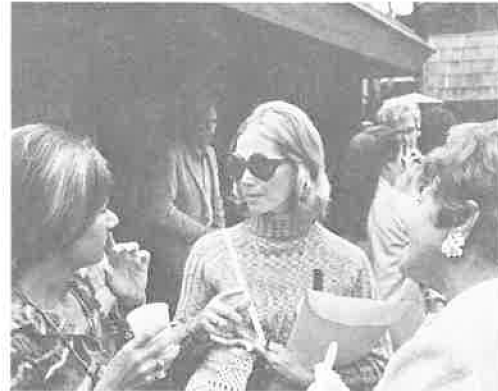
Saturday Evening

Participants may choose to gather for informal happenings including films, poetry reading, music, and rap sessions to be announced at the conference.

Ernest J. Gaines, author of *The Autobiography of Miss Jane Pittman* and *A Long Day in November* has agreed to participate in one of these sessions.

Sunday Morning

Anaïs Nin, author, scholar, and lover of life. An inspiring model of "the personal life deeply lived."



SMALL GROUP DISCUSSIONS

The Commission proposes five questions, each an aspect of the central theme. Participants will choose one and join a small group of similarly interested English teachers to discuss this aspect for the weekend.

As in previous Asilomar Conferences participants in these small groups 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 the questions motivating the discussions.

At the general sessions three distinguished speakers, each chosen for a special contribution to the topic, will provide stimulating insights into the general problem. But the most significant contribution for you may well be the one you or another member of your discussion group makes.

A small packet of readings will be sent to all registrants. In addition, the organizers of each question have recommended books, either for pre-reading or browsing. (*) beside the title of a reading indicates that the organizers consider familiarity with this work important to getting the most from the conference.

CCCTE has arranged with Books Unlimited of Berkeley to provide books recommended for advance reading. Payment must accompany your order. Prices are subject to change. All correspondence about books should be sent to Books Unlimited Cooperative, Inc. 1550 Shattuck Avenue, Berkeley, Ca. 94709. An order form is on page 9 of this announcement.

On questions concerning this year's program, write:

**Florence Cohen, Program Chairman
4419 – 19th Street
San Francisco, Ca. 94114**

OR

**James Knapton, Program Co-Chairman
5 Edgewood Road
Orinda, Ca. 94563**

On questions concerning registration, write:

**Sister Katharine Emery, O.P.
9500 Stearns Avenue
Oakland, Ca. 94605**

ADVANCE PROGRAM

22nd ASILOMAR CONFERENCE

Asilomar State Park, Pacific Grove, California

September 29, 30, October 1, 1972

HOW CAN THE HUMANIZING GOALS OF ENGLISH CONTRIBUTE TO AN EXPANDED LITERACY FOR THE INDIVIDUAL?

Question 1 How can we design experiences in all uses of language which lead to self-awareness and self-definition?

The Whole Earth Catalogue has been compiled, has provided us with glimpses of a total vision, a universe in balance. It has given us a new metaphor, one which we can use at Asilomar as we compile our Whole Person Catalogue of language experiences – content, technologies, and techniques designed to help each person develop his full potential.

If possible, bring . . . a poem or three (yours, a student's, another poet's)
. . . a piece of paper, a length of string
. . . a book that you would like to give in exchange for another

Pre-reading and browsing suggestions: *The Last Whole Earth Catalogue*; *Centering*, Richards; *Jonathan Livingston Seagull*, Bach.

Question 2 How can research on language contribute to the development of more human goals for English?

The more we know of research, the more we will celebrate the wonder of man. The genetic development of thought and the transformation of thought into symbolic forms, verbal and non-verbal, are a part of this marvel. Every human being has a gift in using symbols of one kind or another, and consideration will be given to creating an educational environment that recognizes multi-symbolic learning and teaching.

Small groups will discuss the acquisition of language and its relation to thought. Oral language will be discussed as a primary system and contrasted with the secondary systems of reading and writing. Attention will be given to the many ways of knowing available to man and the multiple means of expressing the known.

Pre-reading and browsing suggestions: **Philosophy in a New Key*, Langer; **Thought and Language*, Vygotsky; *Language and Discovery of Reality*, Church; *Psyche and Symbol*, Jung.

Question 3 What can new practices and new patterns of organization in the English classroom, in English instruction and in the content of English contribute to the formation of a humane and literate generation?

The open classroom, learning centers, team/resource teaching and resulting independent study, group and individual activity programs are changing the traditional stance of the teacher and bringing a new look to the English classroom. The concept of English as process is challenging the traditional content of English. Elective programs, alternate schools, the merging of disciplines and the emerging of phase programs are revolutionizing standard curriculum practices. What benefits do these experiments have for the students? What challenges do they pose for the teachers? What does it take to make them work?

Pre-reading and browsing suggestions: (some acquaintance with these or similar books will be helpful) *The School That I'd Like*, Blishen; *How to Survive in Your Native Land*, Herndon; *Uptaught*, Macrorie; *Alongside the Child: Experiences in the English Primary School*, Marsh; *Free to Learn: Unlocking and Ungrading American Education*, Martin and Harrison; *A Student-Centered Language Arts Curriculum, K-13*, Moffett; *Children Come First: The Inspired Work of English Primary Schools*, Murrow; *The Integrated Day in an American School*, Nat'l. Assn. Independent Schools; *The English Infant School and Informal Education*, Weber.

Question 4 How can teachers help their students to conceive of themselves as active shapers of the present and the future?

The student's development of self-concept, of his position among people and in time and space, influence his sense of self as an agent acting or acted upon. His acquisition of spiritual and material values, his ability to perceive and compose, his sense of roots and history affect his view of his own powers and worth.

As teachers of this student we will spend a weekend sharing a human experience while making a list of books, films, recordings and other teaching materials that can help us to achieve the heart of our basic question.

Please bring or wear
Some thing to share
Your worth to know
Your values to show.

Pre-reading and browsing suggestions: **Future Shock*, Toffler; **People or Personnel*, Goodman.

Question 5 How compatible are the humanizing goals of English with the newer forms of school organization – from free schools to systems models?

From various quarters comes the charge that English classes are disconnected from the needs and urgencies of youth in urban and suburban settings. Differing conceptions of these needs have fostered radically opposite solutions: at one extreme is the “free school” that would dismantle skills programs, systematic instruction, structured curricula, and the like; at the other extreme is the “systems model” with precise specification of objectives and careful control of educational input. Each movement in its own way sets new constraints, expectations, and tests of “accountability” for the teacher of English.

At the end of his book on *The Culture of the School and the Problem of Change*, Seymour Sarason summarizes his purpose:

. . . What I have tried to do in this book is to discuss ways of looking and thinking about life in school that would lessen the likelihood that efforts at change will have the all too familiar consequences of substituting one set of books for another, maintaining the confusion between thinking and the acquisition of knowledge, between overt conformity and internal satisfaction, perpetuating the false assumption that the teacher and the pupil require different conditions for productive learning . . .

This statement of purpose suggests the one behind our weekend of exploration through book, film, and discussion of the conditions of humane learning in relation to pressures exerted by the various newer forms of school organization.

Pre-reading and browsing suggestions: **On Writing Behavioral Objectives for English*, Maxwell and Tovatt; **The Culture of the School and the Problem of Change*, Sarason; *Accountability and the Teaching of English*, Maloney; *Free Schools*, Kozol.

ORDER FORM

ADVANCE READING SELECTIONS FOR ASILOMAR 22

September 29, 30, and October 1, 1972

Check the titles you wish to order and enter total amount. Be sure to add 6% for California sales tax and shipping charges.

Question 1	_____ <i>The Last Whole Earth Catalogue</i> ; Random	\$ 5.00
	_____ <i>Centering</i> , Richards; Wesleyan Univ. Press	2.95
	_____ <i>Jonathan Livingston Seagull</i> , Bach; Macmillan	4.95
Question 2	_____ <i>Philosophy in a New Key</i> , Langer; Harvard	2.45
	_____ <i>Thought and Language</i> , Vygotsky; MIT	2.45
	_____ <i>Language and the Discovery of Reality</i> , Church; Vintage	1.95
	_____ <i>Psyche and Symbol</i> , Jung; Doubleday	2.50
Question 3	_____ <i>The School That I'd Like</i> , Blishen; Penguin	.95
	_____ <i>How To Survive in Your Native Land</i> , Herndon; Bantam	1.25
	_____ <i>Uptaught</i> , Macrorie; Hayden	2.50
	_____ <i>Alongside the Child: Experiences in the English Primary School</i> , Marsh; Harper	2.45
	_____ <i>Free to Learn: Unlocking and Ungrading American Education</i> , Martin & Harrison; Spectrum.	2.45
	_____ <i>A Student-Centered Language Arts Curriculum, K-13</i> , Moffett; Houghton-Mifflin	7.50
	_____ <i>Children Come First: The Inspired Work of English Primary Schools</i> , Murrow; Perennial Library	1.25
	_____ <i>The Integrated Day in an American School</i> ; NAIS	3.00
	_____ <i>The English Infant School and Informal Education</i> , Weber; Prentice-Hall	4.95
Question 4	_____ <i>Future Shock</i> , Toffler; Random House	1.95
	_____ <i>People or Personnel</i> , Goodman; Vintage	1.95
Question 5	_____ <i>On Writing Behavioral Objectives for English</i> , Maxwell and Tovatt; NCTE	2.95
	_____ <i>The Culture of the School and the Problem of Change</i> , Sarason; Allyn-Bacon	3.95
	_____ <i>Accountability and the Teaching of English</i> , Maloney; NCTE	2.95
	_____ <i>Free Schools</i> , Kozol; Houghton Mifflin	4.95

CUT ON DOTTED LINE

Books by Walter Ong

_____	<i>Knowledge and the Future of Man</i> ; Holt	.....	\$7.95
_____	<i>Barbarian Within</i> ; Macmillan	.....	6.95
_____	<i>Rhetoric, Romance and Technology</i> ; Cornell Univ.	.....	8.95
_____	<i>In the Human Grain</i> ; Macmillan	.....	5.95
_____	<i>The Presence of the Word</i> ; Simon & Schuster	2.95

Book by Douglas Heath

_____	<i>Humanizing Schools</i> ; Heyden	6.95
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Books by Ernest Gaines

_____	<i>The Autobiography of Miss Jane Pittman</i> ; Bantam	1.25
_____	<i>Bloodline</i> ; Dial	.....	5.95
_____	<i>A Long Day in November</i> ; Dial	.....	4.95

Books by Anaïs Nin

_____	<i>Diaries</i> vol. I-III; Harcourt-Brace	.....	each	2.85
_____	<i>Diary</i> vol. IV; Harcourt-Brace	.....		6.95
_____	<i>Collages</i> ; Swallow	.....		2.00
_____	<i>Children of the Albatross</i> ; Swallow	.....		2.00
_____	<i>Four-Chambered Heart</i> ; Swallow	.....		2.00
_____	<i>House of Incest</i> ; Swallow	.....		1.25
_____	<i>Ladders to Fire</i> ; Swallow	.....		2.00
_____	<i>Seduction of the Minotaur</i> ; Swallow	.....		2.00
_____	<i>Spy in the House of Love</i> ; Swallow	.....		2.00
_____	<i>Under a Glass Bell</i> ; Swallow	.....		1.25
_____	<i>Winter of Artifice</i> ; Swallow	.....		2.00
_____	<i>D. H. Lawrence: An Unprofessional Study</i> ; Swallow		2.00
_____	<i>Novel of the Future</i> ; Macmillan		1.95

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1550 Shattuck Avenue
Berkeley, CA 94709

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 and handling _____

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