

# Asilomar 47

Asilomar Conference Grounds  
Pacific Grove, California

September 26-28, 1997

## Beyond Gutenberg: Students of the New Millennium

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Curriculum Study Commission  
Central California Council of Teachers of English



**W**hat is happening to our students? Why do they seem so different from the students we taught fifteen, ten, even five years ago? Have their very brains changed? Have they been “re-wired” by the new technologies that suffuse their lives? Are they even capable of relating with books and print as we ourselves do?

*“A change is upon us—nothing could be clearer. The printed word is part of a vestigial order that we are moving away from—by choice and by societal compulsion. This shift is happening throughout our culture, away from the patterns and habits of the printed page and toward a new world distinguished by its reliance on electronic communications. . . . Many educators say that our students are less and less able to read, or analyze, or write with clarity and purpose. Who can blame the students? Everything they meet with in the world around them gives the signal: That was then, and electronic communications are now.”*

Sven Birkerts

Or is it something more personal, more human? Have their hearts and souls been altered? Is it the breakdown of family, the unraveling of community, that has left our young people so distant and stranded, desperately improvising new kinds of relationships with each other and the world?

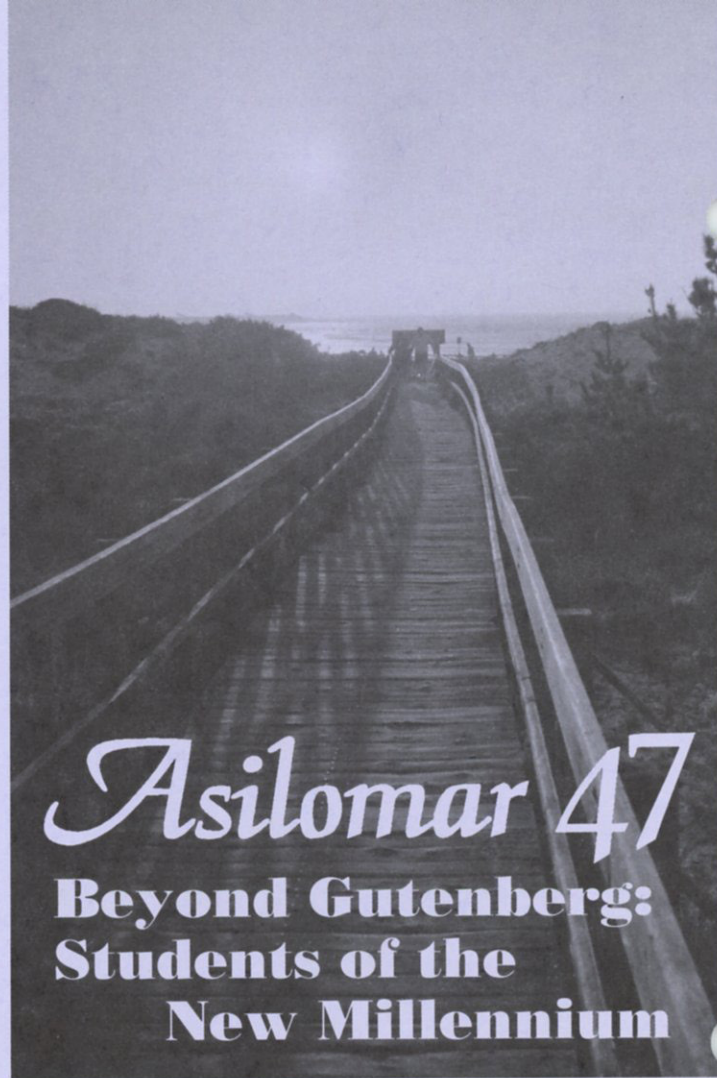
*“Gangs are not alien powers. They begin as unstructured groupings, our children, who desire the same as any young person. Respect. A sense of belonging. Protection. . . . Without definitive solutions, it’s easy to throw blame. Politicians have recently targeted the so-called lack of family values. But ‘family’ is a farce among the property-less and disenfranchised. Family can only really exist among those who can afford one.”*

Luis Rodriguez

We meet once again at Asilomar to ponder the challenges that face us as we struggle to understand and teach our young. As we study the new millennium, we find ways to bring our love and commitment to bear on the students of that millennium—we find ways to teach them right.

*“Long ago I realized that love is all that is required of fatherhood, that love will spark the action that it takes to mold a child. I have grown strong and whole from the blessings of my many fathers. . . . I was given a rich and privileged childhood, an American childhood, a solid foundation on which to stand and, yes, even go forward. I was guided by good men, powerful men. I was raised right.”*

Bebe Moore Campbell



# Asilomar 47

## Beyond Gutenberg: Students of the New Millennium

### Program

#### Friday, September 26

- 3:30 – 9:00 Registration
- 4:30 – 6:00 CCCTE Reception
- 6:00 – 7:00 Dinner
- 7:15 – 8:30 General Session – Sven Birkerts
- 9:00 – 10:00 Group Session #1

#### Saturday, September 27

- 7:30 – 8:30 Breakfast
- 9:00 – 10:15 Group Session #2
- 10:15 – 10:45 Coffee
- 10:45 – 12:00 Group Session #3
- 12:00 – 1:00 Lunch
- 1:30 – 3:00 Group Session #4
- 3:30 – 4:15 Book Signing
- 4:30 – 6:00 Cocktail Party
- 6:00 – 7:00 Dinner
- 7:30 – 8:30 Around the Hearth Session I
- 9:00 – 10:00 Around the Hearth Session II  
(Choose one session each time)

#### Sunday, September 28

- 7:30 – 8:30 Breakfast
- 9:00 – 10:00 Group Session #5
- 10:00 – 10:30 Coffee
- 10:30 – 12:00 General Session— Luis Rodriguez
- 12:00 – 1:00 Lunch



## Featured Speakers

**Sven Birkerts.** One of the most interesting and provocative literary critics to emerge in the past few years, Sven Birkerts is most notably the author of *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*. He has written three other books of criticism, including *American Energies: Essays on Fiction* and *The Electric Life: Essays on Modern Poetry*, and recently edited *Tolstoy's Dictaphone: Technology and the Muse*. He was a 1994 Guggenheim Fellow and has been awarded the National Book Critics Circle Citation for Excellence in Reviewing. He has taught at Harvard and Emerson Colleges and lives in Arlington, Massachusetts.

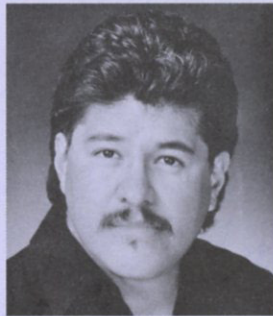


Sven Birkerts



Bebe Moore Campbell

**Bebe Moore Campbell.** This year's Writer-in-Residence is the author of two novels, *Brothers and Sisters* and *Your Blues Ain't Like Mine*, and a memoir, *Sweet Summer: Growing Up With and Without My Dad*. Campbell is a contributing editor for *Essence* and has written for many publications, including *Ebony*, *The New York Times Magazine*,



Luis Rodriguez

*Seventeen*, *Parents*, and *Glamour*. She is a regular commentator for Morning Edition on National Public Radio. Born and reared in Philadelphia, she lives now in Los Angeles, where she recently received the NAACP Image Award for outstanding literary work.

**Luis Rodriguez.** The son of Mexican immigrants, Luis Rodriguez grew up in Watts and East Los Angeles, where he lived through the searing experiences described in *Always Running: La Vida Loca, Gang Days in L.A.*, a book which won the Carl Sandburg Literary Award for Nonfiction. He is an internationally recognized poet whose books, *Poems Across the Pavement* and *The Concrete River*, have won numerous awards. Rodriguez lives in Chicago, where he works as a peacemaker among inner-city gangs, facilitates retreats on youth and violence, and runs Tia Chucha Press, which publishes emerging, socially conscious poets. A children's illustrated and bilingual book, *America Is Her Name*, is scheduled for publication in 1997.

## Saturday Night Around the Hearth

### Session I. 7:30-8:30pm

- A. Bebe Moore Campbell.** Our writer in residence will read from her work and chat with us about her life as a writer.
- B. Classics on the Dunes.** Join Asilomar registrar John Cotter for classical piano.
- C. Word for Word.** This San Francisco Performing Arts Company brings literature to its feet in theaters, libraries, and schools. They will both show and tell their user-friendly theater techniques.
- D. Literacy Roundtable.** Join Sven Birkerts, Brian Reilly, and a panel of elementary, middle, and high school teachers for a discussion of the impact of new technologies on classroom practices.
- E. The Politics of Ebonics.** A panel of Oakland teachers discuss the controversy that followed the Oakland School Board's decision to recognize Ebonics as a second language. How did media attention and politicizing of this complex educational issue impact teachers? What was learned, and where do we go from here?
- F. Steinbeck and Ricketts.** *Sea of Cortez*—who wrote the book? Join Virginia Scardigli and explore the story of a collaborating friendship.

### Session II. 9:00-10:00pm

- A. Bebe Moore Campbell.** Join us for a reading and conversation with our writer-in-residence.
- B. Jazz on the Sands.** Pianist Ray Skjelbred will play his repertoire of blues, rags, stomps, stride, swing, and Tin Pan Alley classics.
- C. The Promise of New Technologies.** Brian Reilly, Apple Computer's "Ethnomultimedigrapher," will discuss and demonstrate various cutting-edge technologies currently being developed for classroom use—technologies that dramatically extend the meaning of literacy in the electronic age.
- D. James Moffett.** Join friends and admirers of James Moffett for conversation regarding his vision and impact on the teaching of language arts. A short video of an illuminating talk Moffett gave before his death will begin the session.
- E. Human Rights.** Antonio Medrano will speak about his life as a labor organizer, human rights activist in Central America, and as a Bay Area human rights educator.
- F. Nightjohn.** Re-experience the miracle of literacy by joining us for a showing of this wonderful film by Charles Burnett. (TV/VCR format).



# Asilomar 47 Beyond Gutenberg

## Group Discussion Sessions

The Asilomar Conference is based on sustained group discussions following the teachers-teaching-teachers, collaborative learning philosophy. The chair and one or more resource persons in each group do not function as lecturers. Rather, participants share information and insights as the discussions evolve. The emphasis is on good conversation and the pursuit of intellectual interests. For the group to maintain integrity, it is necessary that the same people stay together for the weekend. It is also essential that people prepare by reading the suggested books for the section they choose.

Please select a first, second, and third choice from the group sessions below. Every effort will be made to assign your first choice, but groups are limited to twenty-five since more would tend to limit discussion. Group sessions will be assigned on a first-come, first-served basis.

The following letters after each title indicate the approximate grade level focus:

(E) Elementary (M) Middle School

(S) Secondary (C) College

(G) General Enrichment

The ► symbol at the end of some group descriptions indicates requested pre-conference reading or that you bring material in preparation for your session.



### 1. The Heroic Journey: A Map of Literature and Life MS

This session will explore the Heroic Journey pattern and its applications for teaching literature and film. We will examine the basic pattern, the Call Refused, the tragic hero, journeys in film, and ways to help students understand their sun journeys. Participants will receive three lesson plans and create a mandala. ► Films: *The Lion King*, *Forrest Gump*, *Groundhog Day*. Books: *The Hero Within* by Carol Pearson.

### 2. Perspectives on Literacy in an Electronic Age G

What is the future of the book in this new era? How do new electronic technologies change the nature of literacy? What is their impact on human consciousness, on the way we live and think? What are the implications of these new electronic media for teaching reading and writing to today's students? ► Read Sven Birkerts, *The Gutenberg Elegies*, and Walter J. Ong, *Orality and Literacy*.

### 3. The Teacher/Activist: Human Rights Education in the 1990s G

This workshop will focus on issues of gender, race, and class. We will explore how a human rights framework can be used as an organizing principle for teaching and activism. A packet of reading materials will be sent to participants at the beginning of September.

### 4. Review of Grammar for Essays EMS

This workshop is a no-threat practicum in the review of grammars of reference and their integration into the writing process. The sessions include a review of phrases and clauses of reference, a writing sample, and a review of combining and layering techniques. Participants will compose an on-location paper as a model.

### 5. The Plays of August Wilson: Study & Performance SC

Explore the possibilities of introducing the work of our most famous African American playwright into your classroom studies. Seminar sessions will deal with intellectual discussion of plays, teaching approaches and classroom projects, and ways to integrate plays thematically into your traditional canon. ► Be familiar with one or two of the following: *Ma Rainey's Black Bottom*, *Fences*, *Joe*

### 15. Writing Poetry, Keeping the Silence G

"One word is more like another word than it is like silence," William Stafford wrote. In this workshop, we will explore ways of letting the air, the silence, into our poetry. Novice as well as experienced poets will work together to write, share, critique, and applaud each other's poems.

### 16. Operatic Baritones: (Almost) Always Villains G

Rigoletto and Baron Scarpia (Verdi's *Rigoletto* and Puccini's *Tosca*) are classic operatic baritones—lusty, commanding, forceful, yet fraught with human frailty. This group will view, listen to, and discuss these two famous operas being performed in San Francisco in 1997. Libretti will be provided.

### 17. Reflecting on Ourselves: Creating Portfolios MS

Participants will create their own portfolios, experiencing the importance of purpose, audience, reflection, presentation, and response. Although writing will be a part of this workshop, please also bring 3-5 writings (poetry or prose, first draft or finished, old or new) to give you lots to choose from for your portfolio. ► *Ruined by Reading* by Lynne Sharon Schwartz and *One Writer's Beginnings* by Eudora Welty.

### 18. Beyond the Bookroom: Modern Literature, Modern Literacy S

How do we, as teachers and active readers, design our curriculum in order to share the fascination of the reading process with our students? How can we use recent poems, stories, and novels to inspire students to become active readers? This group will discuss what we do ourselves as readers, and what we intend when we "teach" texts. Participants should bring a recently published poem, play, story, or novel which they love and teach, or wish to teach.

### 19. Mainstreaming Gay and Lesbian Poetry MSC

Working with a teacher/poet, we will discover many themes in gay and lesbian poetry and share exciting ways to integrate these poems into traditional and contemporary curriculum. We will do a lot of reading, a lot of talking, a little bit of analyzing, and a lot of playing. All lovers of poetry are invited.

### 20. Motivating Novel Reading Outside and Inside the Classroom EMS

Learn how to organize a multi-level, student-oriented reading program that provides dividends for students yet is not time intensive for the teacher. Participants will share motivational reading techniques, popular titles with young readers, and ways of insuring that students become inspired readers. ► Bring a one-page list of novel titles that have worked well.



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## 27. Room with an Interview

EMS

When students K-12 see themselves as interviewers, they make important connections between classroom learning and the wider world. In this workshop, we'll share ideas for helping students develop interviewing skills as well as for motivating them to ask sharp questions. Back in the classroom, your eager interviewers will integrate reading, writing, speaking, and listening as never before.

► Bring an interview of any kind from any source that interests, excites, moves, or tickles you.

## 28. Writing Our Lives

MSC

How does childhood continue to haunt and inspire us? Why is it important to name the people, places, and events that have shaped us? How do memory and imagination marry in the telling? We will read and write some life stories, experimenting with frames of culture, gender, class, and various versions.

## 29. Standards and Benchmarks: Hitting the Language Arts Target

G

The development of English/Language Arts standards and benchmarks helps focus on what is important for students to know and do. Learn about one district's year-long K-12 dialogue and the model that allowed them to create a meaningful target for students to strive towards. ► *California Challenge Standards*.

## 30. Teaching Communication Skills

S

Join Dan Farley, Human Resource Trainer for Silicon Graphics, to explore the teaching of communications skills. Learn of a proven program brought from the workplace to twenty Northern California schools. Discover lessons on the four personality styles, "I" messages, how to start a difficult conversation, active listening, and how to reach a compromise.

## 31. Chiseling Out the Argument: Discovering the "Why" Behind What We Think

MS

This approach to the teaching of writing uses oral debate and persuasion to motivate and engage reluctant writers. While the process lends itself to teaching formal, analytical essay writing, the initial focus is on issues which are interesting to teens who thus become thoroughly engaged in their writing.

## 32. Middle School Literacy Practicum

M

In this practicum we will discuss key theories and research in the field of reading and look at how these translate into classroom practice. We'll examine the nature of the reading task as it places increased demands on middle school students, and share strategies for helping struggling readers and teaching reading across the curriculum.

## 33. Bringing Literature to Its Feet

G

Word for Word Performing Arts Company takes you through its process of staging a short story. The group will learn how to use a one- to two-page story as a piece of theater, performing every word as dialogue. We will transform evocative writing into theatrical images. What better way to illustrate the power of the written word! Texts will be provided. ► *Flash Fiction*, and *Improvisation for the Theater* and *Theater Games for the Classroom* by Viola Spolin.

## 34. Puente Project: Connecting the Academic Classroom to the Local Community

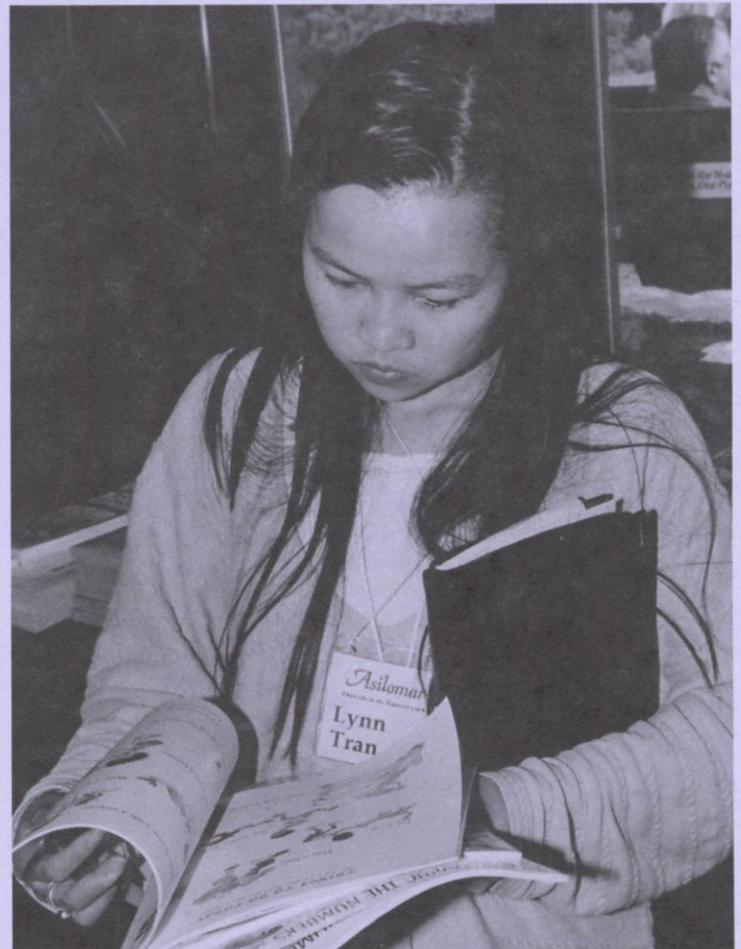
SC

Using materials from Mexican American/Latino literature and culture, participants will explore activities which tie an academic core curriculum to the local ethnic community. These activities will include reading articles, writing, examining student work and videos, recollecting and gathering oral traditions, and incorporating art projects in an academic curriculum.

## California Learning Record: Integrating Teaching, Learning, and Assessment

G

A growing number of teachers, kindergarten through university, are using the Learning Record approach to classroom assessment in California and elsewhere. Participants will learn why and how the approach can work for them. Current CLR teachers are encouraged to attend and share the stories of their students' experiences with the Record.



## 36. Building a Bridge from African Language Systems to English

G

A panel of Oakland teachers will discuss the linguistic features/structures of the language system(s) that many African American students bring to the classroom. The group will explore the relationship between these language features and literacy, and identify classroom strategies and methods used to build a bridge to standard English. ► A pre-reading list will be sent to participants this summer.

## 37. Their First Shakesperience

EMS

This "Shakespeare Set Free" workshop is geared for upper-elementary and middle school teachers who want to make their students' first encounter with Shakespeare a joyful and memorable one. This performance-based approach to teaching Shakespeare will get the plays into your students' mouths, into their ears, and into their bodies.

Possible Funding Sources: SIP Funds, Block Grants, Reading Staff Development Funds, Categorical Funds, Titles I, IV, VI, and VII, School Site Grants, SB 1882, SB 1777, SB 1789, and AB 3482 Funds.



**6. James Moffett: His Legacy in English Teaching, Curriculum Theory, and Language** **G**

Exploration and analysis of the contributions of James Moffett, contributions which have revolutionized K-12 English language arts teaching by suggesting both theoretical rationales and classroom practices for a student-centered curriculum. For the knowledgeable Moffett reader and the novice wishing to know more about Moffett's views and contributions. > *The Universe of Discourse, Harmonic Learning, and Student-Centered Language Arts K-12.*

**7. When Hurling Insults Isn't Enough: Into, Around, and Through Shakespeare** **S**

Explore powerful strategies which not only engage students but assist them in moving through Shakespeare's plays with greater insight and enjoyment. After baiting our lines with a variety of hooks, we'll focus on helping students to "speak the speech," and guide students as they critically consider production choices and sub-text. The Goal? Life-long theater goers!

**8. Beyond the Encyclopedia: Exploring Every Corner of the Library** **EM**

Non-fiction literature can be a powerful tool to promote literacy in all students. Participants will learn how to evaluate and select non-fiction materials, have hands-on access to award-winning 1996-97 titles for kindergarten through eighth grade, and will share strategies for engaging students in this literature.

**9. Women Survivors and Immigrant Experiences in Mukherjee's Fiction** **G/SC**

With a focus on the novel *Jasmine*, participants in this group will explore cultural clashes, women's roles, and survival and existential choices through a variety of classroom oriented activities and related readings. Please have and bring your copy of *Jasmine*; other materials will be provided.

**10. Ellis Peters and That Rare Benedictine, Brother Cadfael** **G**

Enjoy discussing the excellent detecting of Brother Cadfael, retired crusader turned Benedictine monk, against colorful and accurately portrayed English and Welsh life in the 12th Century. Please read *A Morbid Taste for Bones, One Corpse Too Many, The Virgin in the Ice*, and as many others as you can.

**11. Literacy Practicum for the K-3 Teacher** **E**

Join us in exploring the joy of teaching early literacy. Topics include the intricacies of instructional methods and materials, center content and organization, classroom management techniques, and physical arrangements that support K-3 students in joining the Literacy Club.

**12. War as Interdisciplinary Study** **MSC**

This workshop will focus on ways the study of war can be used as a topic for interdisciplinary study. Participants are asked to bring their own ideas on the study of war (bring 25 handouts). There will be a special focus on the use of oral histories and veteran panels. > *Piece of My Heart, The Things They Carried, Everything We Had, Soldadoes, Bloods, In the Combat Zone, Catch-22, Dear America.*

**13. Exploring Technology** **G**

Most of us have nibbled at the edges of the vast new world of electronic technology and want to know more. But how? Teachers, practitioners, and technicians will join to explore desktop publishing, Internet resources, applications, and strategies of value in the language arts classroom. Equipment provided.

**14. Writing on the Road** **G**

Freeing students from the classroom can encourage experimentation with different points of view and genres. Participants will select a local destination to explore and write about. Group members will respond to one another's drafts with a view toward producing a classroom publication. Materials will be sent.

**21. Cover to Cover: Exploring Literacy through Bookmaking** **EM**

Making books is an engaging way to enhance students' literacy as they write, illustrate, and design entire books. We will construct a variety of book formats from simple folded to Japanese bound books. Five dollar fee for materials collected during the workshop.

**22. Morality Play and Stone Virgin**

These two novels by Barry Unsworth illustrate well his sense that the lessons and the mysteries of the past infuse the present. Group discussion will focus primarily on the themes, conflicts, and enigmas revealed in the novels. Some time may be available for discussing Unsworth's Booker Prize novel, *Sacred Hunger*. > Required pre-conference reading: *Morality Play and Stone Virgin*.

**23. "Here in the mind, brother . . ." The Poetics of Gary Snyder** **MSC**

This workshop will deal with the wide range of Gary Snyder's verse, which is deeply rooted in the myths of the West Coast and Pacific Rim. The seminar will center around discussions of Snyder's poems and his various influences, such as Zen Buddhism, Native American lore, and radical thought. We will also touch on some of Snyder's essays from *The Practice of the Wild*. Participants are encouraged to bring favorite poems to share. > *Axe Handles, Turtle Island, No Nature, Practice of the Wild.*

**24. Dickens: Drama in the Classroom** **MSC**

Get them out of their seats and onto their feet! Discussion and techniques for involving students in the text through drama, readers theater, and various role playing strategies. Brush up on your Dickens. > *Great Expectations, Oliver Twist, Tale of Two Cities.*



**25. Desktop Publishing for the Classroom** **EMSC**

Learn how to create professional-quality publications in the classroom using technology that is available to most teachers. Share ideas, resources, and products in a "hands-on" workshop setting. You may want to bring a laptop or portable computer to this session.

**26. Language Awareness: Fun & Games** **EMS**

All students possess language which they learned and use with enthusiasm. Discuss ways to build positively on this prior knowledge as a base for teaching grammar, conventions, and other language skills. Engage students with the English language as something they can manipulate and play with, orally and in writing. Bring 25 copies of an idea to share.

**Acknowledgments:** Asilomar photography, Ken Lane; brochure layout and design, James Shuman; and the members of the Curriculum Study Commission.



# Registration Information

## On-Site Bookstore

The bookstore will be located in Scripps Conference Room during the conference weekend. Every attempt will be made to have the books available by the session. If you would like to pre-order, telephone or write:

### BOOKWORKS

667 Lighthouse Avenue, Pacific Grove, CA 93950  
(408) 372-2242

## Conference Fees

### Registration

Because a predetermined number of rooms on the Asilomar grounds have been reserved for this conference, registrations are processed in the order they are received until all spaces are filled. Register by paying all fees at the same time. **No on-site registrations are taken.**

**Early registration (by May 31)**

**Regular Registration (June 1-15)**

Participants interested in registering after **June 15** must call the Conference Registrar, John Cotter, (510) 357-5425, to determine whether rooms are still available.

### Accommodations (Lodging and Meals)

The accommodations fee includes two nights' lodging and six (6) meals (Friday dinner, served from 6:00 to 7:00 P.M., through Sunday lunch). **Only a very limited number of single rooms are available. Rooms fill early and all room assignments are on a first-come first-served basis. By state law, smoking is forbidden in all rooms.**

----- clip here and send bottom portion for registration -----

Participants lodging off grounds may register for the conference on a nonresidential basis by paying the off-grounds fee of \$30. Meals are not included; individual meal tickets, however, may be purchased at the Asilomar office.

### Refunds

For cancellations by **September 15**, a refund minus a \$15 processing fee will be granted if requested. No refunds can be made after September 15, 1997.

### Membership Fee

Members of CATE pay the reduced registration fee. Those who pay the non-member fee automatically receive a one-year membership in CATE, entitling them to reduced rates at other conferences including the CATE convention and a one-year subscription to *California English*.

### IF YOU HAVE QUESTIONS . . .

About registration or accommodations, or if you need extra copies of this brochure, write or telephone the Conference Registrar:

John Cotter (510) 357-5425  
2882 Marineview Drive, San Leandro, CA 94577

For additional information, please write to:

**Conference Chairs:** Brad Shurmantine, 1685 Atlas Peak Road, Napa, CA 94558 (707) 257-7127, and Helen Duffy.



# Asilomar 47

## Registration Form

Please complete and clip a separate registration form (photocopies acceptable) for each person attending and mail in the same envelope with your check (made out to Curriculum Study Commission) for the full amount to John Cotter, 2882 Marineview Drive, San Leandro, CA 94577-6839.

Date \_\_\_\_\_ M / F

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Evening Phone (\_\_\_\_) \_\_\_\_\_

Roommate(s) \_\_\_\_\_

**Preferred Group #:** 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_

**Around the Hearth Preference** | Group I: A B C D E F

Group II: A B C D E F

**Registration Fee**    CATE member    non-member

Early registration    \$55    \$90

Regular registration    \$65    \$105

Please circle appropriate category and fill in the amount here

### Accommodations (lodging and meals; prices per person)

(Please check desired accommodation)

HISTORIC (some with shared bath)

Guest Inn

2 to a room    \$145 each

HISTORIC (private bath)

Tide Inn, Hilltop, Lodge, Scripps

Single    \$195

2 to a room    \$150 each

DELUXE (private bath)

Sea Galaxy, Surf and Sand

4 to a room    \$140 each

East Woods, North Woods, View Crescent, Long View

2 to a room    \$160 each

Pinecrest

2 to a room    \$195 each

Total Accommodations    \$ \_\_\_\_\_

Registration Fee    \$ \_\_\_\_\_

Off-grounds Fee    \$30 \$ \_\_\_\_\_

Off-grounds Meal Ticket    \$60 \$ \_\_\_\_\_

**Total fees enclosed** (payable by check only): \$ \_\_\_\_\_

*Sorry, no school purchase orders can be accepted*

Will you be attending free Saturday Reception? Yes  No

Interest in CSU Hayward Extension Credit? Yes  No

• Vegetarian Menu please

• Wheelchair Access needed

For office use only

Rcvd: \_\_\_\_\_

Log # \_\_\_\_\_

Lodging \_\_\_\_\_

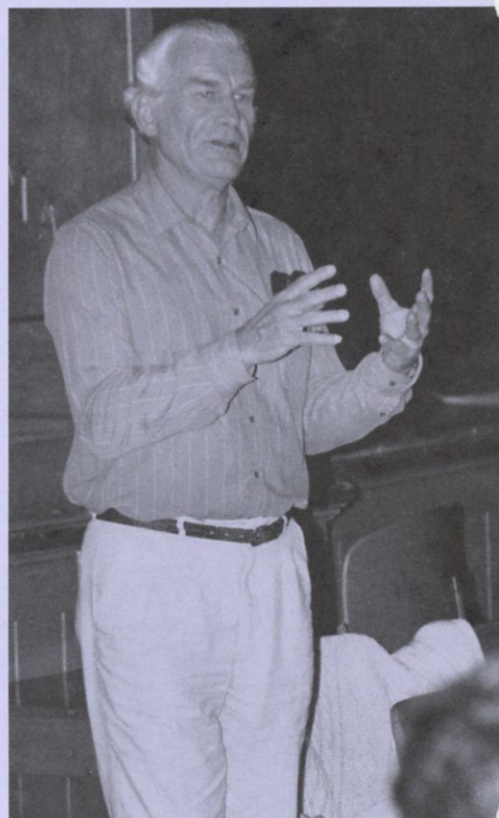


# *Asilomar 47* is dedicated to **James Moffett**

On December 19, 1996, James Moffett died. He was one of this century's most admired and influential English education writers and teachers, and had long been a friend of the Asilomar Conference. It is fitting that this year's conference be dedicated to the memory of Jim Moffett, who once urged teachers to "assume the power to do what you know."

Jim Moffett influenced virtually every aspect of English language arts teaching. He devised humane, engaging teaching assignments and strategies based on the practices of real writers and the needs and interests of real people in the real world. Today, many good teachers have been influenced by his ideas without realizing where those ideas came from. In still another dimension of his commitment to education, Moffett steadfastly fought political and ideological forces that attempted to saddle teaching with mechanistic accountability systems and testing schemes.

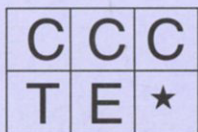
Jim Moffett was an unparalleled theorist and philosopher of the language arts, utterly devoid of dogmatism—a calm, gentle man who shunned the notion of top-down, autocratic approaches to curriculum. The Asilomar Language Arts Conference will miss his presence and will strive to advance his ideas.



## *Asilomar 47*

September 26–28, 1997

**John C. Cotter**  
2882 Marineview Drive  
San Leandro, CA 94577-6839



The Asilomar Conference is sponsored by the Curriculum Study Commission of the Central California Council of Teachers of English, an affiliate of the California Association of Teachers of English and the National Council of Teachers of English.