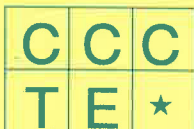


# *Asilomar 56*

Asilomar Conference Grounds  
Pacific Grove, California

## **Inhabiting & Expanding the Common Ground**

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Curriculum Study Commission  
Central California Council of Teachers of English

# Asilomar 56

# Inhabiting & E

**T**O PARAPHRASE Thomas Jefferson, the person who receives an idea from me receives instruction without lessening mine, just as one who lights a taper from mine receives light without darkening me.

During the annual Asilomar weekend, we teachers immerse ourselves in deep privileged conversations, interspersed with meditative silences. The intent of our featured speakers and conference planners is to help us all inhabit and expand the common ground among peoples of all nations, faiths, and races in terms of consciousness, culture, and worldview.

George Lakoff, cognitive psychologist and author, asks us to probe beneath the surface of language to the deeper aspects of metaphor that are universally understood, even though framed differently. James Galvin, from America's heartland, writes poetry that illuminates our ever more common ground, striving toward a plurality of consciousness and an understanding of our evolving culture. Along with our featured speakers — avatars of moral politics and poetic incantation — we will devote the weekend to finding ways of knowing the Other by the Self, and of recognizing the Self in the Other.

We hope you will join us.



photo by Ken Lane

## Program

### Friday, September 29

- 3:30-9:00 Registration
- 4:30-6:00 CCCTE Reception
- 6:00-7:00 Dinner
- 7:15-8:30 General Session: Janet Emig & George Lakoff Merrill Hall
- 9:00-10:00 Group Session #1
- 10:00-11:00 Join the NCTE Emeritus Assembly for Colleagues in Asilomar Lodge

### Saturday, September 30

- 7:30-8:30 Breakfast
- 9:00-10:15 Group Session #2
- 10:45-12:00 Group Session #3

- 12:00-1:00 Lunch
- 1:30-3:00 Group Session #4
- 3:00-5:00 Book Signing by resident authors, Bookstore
- 4:30-6:00 Reception and Book Signing
- 6:00-7:00 Dinner
- 7:15-8:30 Around the Hearth Session I
- 8:45-10:00 Around the Hearth Session II

### Sunday, October 1

- 7:30-8:30 Breakfast
- 9:00-10:15 Group Session #5
- 10:45-11:45 General Session: (Edmund Farrell prelude) James Galvin in Chapel

## If You Have Questions

... about registration or accommodations, or if you need extra copies of this brochure, please visit our updated and expanded web site at [www.curriculumstudy.org/](http://www.curriculumstudy.org/)

For additional information, you may write or telephone...

... or contact one of the Conference Chairs:

Tom Gage (707) 725-2486  
Fortuna, CA • [gaget@northcoast.com](mailto:gaget@northcoast.com)

or

Robert Chapman (707) 826-9649  
Arcata, CA • [rochapm@cox.net](mailto:rochapm@cox.net)

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...the Conference Registrar:  
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# Expanding the Common Ground

## Featured Speakers and Writers



George Lakoff

### George Lakoff

George Lakoff is Professor of Linguistics at the University of California, Berkeley and author of seminal works in cognition, including *Metaphors We Live By* (with Mark Johnson) and *Don't Think of an Elephant: Know Your Values, Frame the Debate*.

He has been a member of the Governing Board of the Cognitive Science Society, a Senior Fellow at the Townsend Center for the Humanities, and President of the International Cognitive Linguistics Association.

In recent years he has applied his research to the world of politics and founded the Rockridge Institute, whose work he recently discussed on CSPAN.

### James Galvin

Born and reared in Wyoming and educated in Colorado and Iowa, James Galvin writes of place, of a world in which nothing is wasted but valued as part of a vision. He teaches at the renowned Writer's Workshop at the University of Iowa.

His novel, *The Meadow*, is a prose poem that brings to mind Walden. His *Fencing the Sky* made the list for *USA Today's* Christmas titles of 1999.

His collections of poetry include *Imaginary Timber* (1980), *God's Mistress* (1984), *Resurrection Update* (1997) and *X: Poems* (2003).



James Galvin



Laila Lalami

### Writers-in-Residence

**Laila Lalami** was born and raised in Morocco. She earned her Ph.D. in linguistics from the University of Southern California. Lalami's novel, *Hope and Other Dangerous Pursuits*, deals with the difficulties of exile to a new culture in search of a better life. Lalami hosts the blog *MoorishGirl.com*.

**Audrey Shabbas** is affiliated with the Alwaleed Center for Muslim-Christian Understanding. For over twenty years she has taught and trained teachers about conflict resolution and the Middle East. She is the founder and director of the non-profit organization, Arab World And Islamic Resources, at Berkeley (*photo not available*).

**Nathalie Handal**, a poet, writer, playwright, director and producer, presently teaches at Columbia University. Ms. Handal has published her poetry in *Lives of Rain*, *The Neverfield Poem*, and *The Poetry of Arab Women*. She is currently working on the feature film *Gibran*.

*Complete biographical sketches will be in the Conference folder.*



Nathalie Handal

*God's Mistress* won the National Poetry Series award.

He has taught poetry and fiction for more than a quarter century at Murray State Community College in Tennessee, Humboldt State University in California, the University of Montana, and the University of Iowa.

## Saturday Night Around the Hearth

### First Evening Session 7:15-8:30

**A. Jazz and Poetry on the Sands.** An Asilomar tradition, Ray Skjelbred once again performs a rousing evening of piano and poetry. A recording artist and veteran of the Turk Murphy Band, Ray will play from his repertoire of blues, rags, swing, and Tin Pan Alley classics.

**B. Join our Writer-in-Residence Laila Lalami** as she reads from her novel *Hope and Other Dangerous Pursuits* and essays from her blog: *MoorishGirl*, in a discussion of her experiences as a citizen of two cultures, a voice that refutes the idea of a clash of cultures.

**C. Join our Writer-in-Residence Audrey Shabbas** as she presents "Teaching About Islam: How can teachers address issues dealing with Islam?" Ms. Shabbas is the leader of the Middle East Policy Council's Teacher Workshop, and has nearly a quarter century of experience in teaching, curriculum development and teacher training about the Middle East and Islam.

**D. Publishing Today:** a session devoted to small presses and practical ideas on how independent presses can reach teachers and academic institutions. Scott C. Davis, author, publisher, and editor, and Mike Nickerson, newly published, former teacher of 17 years, join to chal-

lenge the major publishers of trade and textbooks.

### Second Evening Session 8:45-10:00

**A. Jazz and Poetry on the Sands: Ray Skjelbred (continued).**

**B. New Approaches to Teaching Grammar.** JoAnna Rubba defusing the fear and loathing of grammar by infusing composition teaching with grammar-meaning relationships that meet standards while respecting diversity.

**C. Join our Writer-in-Residence Nathalie Handal** as she reads from her prose and poetry and discusses her work in theater, film, and political engagement. Recipient of the Pen Oakland/Josephine Miles Award, Ms. Handal explores the internal and external worlds of Arab women of different faiths and ages from different regions of the globe.

**D. The State of Education and Teaching in California:** Miles Myers, former Executive Secretary of NCTE, and Martha Zaragoza-Diaz, CATE Legislative/Policy Analyst, discuss current legislation and policy in California, and help us understand how our profession is affected and what we can do about it.



# Asilomar 56 Inhabiting the Comm

## 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:

(P) Primary (E) Elementary (I) Intermediate  
(M) Middle School (S) Secondary (C) College  
(G) General Enrichment (no specific classroom focus)

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. Still More Work of Nobel Note: Salman Rushdie **G**

"Readers find in Rushdie a bright ocean of crisscrossing stories, a paper labyrinth of crosscultural references, and a world of transreligious trouble," says Roger Clark in his study *Stranger Gods*. Join this group to explore and discuss Rushdie's common ground, with special focus on his linguistic play and narrative inventiveness. > Read *Satanic Verses* and *The Moor's Last Sigh*.

### 2. Dangerous High Ground: Religion and Spirituality in Literature and the Classroom **SC**

Sever boundaries limit, and often silence, discussion or acknowledgment of religion and spirituality in the classroom, yet these issues permeate literature and life. In this session, we'll consider literature like Hawthorne's *The Scarlet Letter*, Walker's *The Color Purple*, Edwards' "Sinners in the Hands of an Angry God", Marilynne Robinson's *Gilead*, and discuss our responses, discomforts, and teaching. We'll read, write, talk and think.

### 3. Untold Stories: Writing your Memoirs **G**

Many personal memoirs shine like holiday newsletters, spinning gold out of the year's events. Members of this group will find their common ground by writing pieces that reflect real experiences, the roses and the thorns.

### 4. Robinson Jeffers and Tor House: Place and Poetry **SC**

Examining the connections between place and poetry, this session will explore Robinson Jeffers' life and work. Jeffers, one of America's great poets, lived for most of his life in Carmel, in Tor House, which he built himself. On Saturday participants will tour Tor House.

> Read *Selected Poems* by Robinson Jeffers, Vintage 1965 (ISBN 0394702956).

### 5. Avoiding Teacher Burn-out in Inner City Schools **S**

Inner-city English teachers face unique and sometimes overwhelming classroom circumstances. This session addresses how to sustain a high-energy teaching environment and keep burn-out at bay by focusing less on "how to teach" and more on "how students learn."



### 14. Poetry and Politics: Expansions and Difficult News **EIMSC**

This session will explore a sampling of poet-voices and activities that focus on social commentary, featuring ways to assist our students and ourselves via poetry in collaborating and corresponding with each other about the world at large. We'll share our own writing experiences, too, so come prepared to write and share. > Read *You and Yours* by Naomi Shihab Nye, *19 Varieties of Gazelle* by Naomi Shihab Nye, and *Turning to One Another* by Margaret J. Wheatley.

### 15. Creative Writing: Character Development **IMSCG**

For personal development or classroom teaching, learn how to create and develop believable fictional characters that help tell your story. Exercises include fleshing out characters, putting them in appropriate settings, and creating situations where the character's actions are consistent with their background.

### 16. August Wilson: In the Classroom and in Production **SCG**

August Wilson's portrayal of the African American Experience in the 20<sup>th</sup> Century is unmatched anywhere on stage. We will discuss several of his plays and produce short scenes from some of his works, including *Fences*, *Ma Rainey's Black Bottom*, or *Seven Guitars*. > Read Wilson's *Fences* and *Ma Rainey's Black Bottom*.

### 17. Citizen Kane and the American Dream **G**

Join us for the viewing and discussion of Orson Welles' masterpiece of filmmaking. The film's narrative arc provides us the insight into our national obsession with wealth-power-loss and the enigma of "rosebud."



# & Expanding Non Ground

Please Post

September 29 –  
October 1, 2006

## 23. Keeping the Classics Alive! MS

Explore new directions and strategies for engaging students in the study of a Dickens' novel. Share successful classroom lessons that improve student performance by examining text structure, and by probing historical, cultural, and geographical landscapes to generate contemporary perspectives. ➤ Read *Great Expectations*, *Tale of Two Cities* or *A Christmas Carol*.

## 24. 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.

## 25. The Many Sides of Blogging G

Blogging has many valuable uses for educators. It can be a collaboration tool among professionals; a curriculum organizer for coursework; a discussion group among disparate members; a medium of new journalism; and a facilitator of just about any topic discussion or participatory enterprise, from hobbies to obsessions. And many people forget: It can be used for any serialization from the ridiculous to the sublime. It is a tool we ignore at our peril. ➤ Please read as many blogs as possible.

## 26. Art in the English Classroom MS

This group will explore art activities to enhance the study of literature and writing for secondary students of all ability levels. The workshop will include studio time for participants along with standards-based lesson plans, including how to develop comics to review literature and how to produce masks for character analysis. Participants will receive an extensive packet of activities for immediate use. Participants should bring one copy of each book they will teach this year.

## 27. Politics and Propaganda in the 21<sup>st</sup> Century MSC

How can we get students to see the truth in fiction and the fiction in truth—especially when those “truths” run counter to their entrenched belief system? Through examination of internet sites, newspaper articles and editorials, and literature, we will discuss techniques to help students understand their responsibility as readers to seek out and evaluate multiple viewpoints. Bring articles to share. ➤ Read Orwell's *1984*, *Animal Farm* and/or Huxley's *Brave New World*.

## 28. Fostering Resiliency: Making Connections with Students PEIMS

To share what we currently do with students and can do in the future to create a caring environment within our school and classrooms to “foster resiliency” in order for students to be successful both socially and academically. *Fostering Resiliency* and Project Cornerstone's developmental assets will be discussed and referenced. ➤ Read *Fostering Resiliency: Expecting All Students to Use Their Mind and Hearts Well* by Martin L. Krovetz

## 29. Popular Culture: Why Fight It? Use It! SC

We will discuss and investigate methods of integrating contemporary media and popular culture into our classes, ways to help empower students by critically analyzing media as text, and the role of cultural literacy in the 21st Century. Please bring lesson plans and ideas to share with the group.



The 2005 Scholarship Winners gather on the steps of the Dining Hall for a group portrait.

## 30. Opera—The Sorrow and Joy of Love G

This year's opera group will feature Verdi's “La Traviata,” a favorite of many people throughout the world. One gorgeous piece of music after another flows through “La Traviata,” so be prepared to shed a tear of two when viewing, discussing, and listening to the live performances and the films of this glorious opera. A variety of materials will be available to all the participants.

**Acknowledgments:** Asilomar photography, including cover photo, Ken Williams; brochure layout and design, James Shuman; organization of group descriptions, Jim McCarthy; and conference planning, members of the Curriculum Study Commission.



## 6. The Triggering Town

MS

Following an idea by teacher/writer Richard Hugo, we'll explore new ways of writing fiction through collaboration and listening. We'll invent a town and write stories that respond to each other as we search through the town's life. We'll overlap details, scenes, and characters, and do plenty of fooling around with language.

## 7. Try to Remember...

G

Learn how to keep your memory well-stocked with useful information that you file away strategically so you can draw upon it effortlessly to solve problems, make decisions, pass tests, grocery shop without a list, recall names, faces, facts, formulas, foreign language vocabulary, and impress your friends. Teachers and parents essentially appreciate learning how to make *Velcro* information to their students and children's minds and make good use of emotions.

## 8. Literature and Art of Flyfishing

G

The sport of fly-fishing has spawned a rich body of literature. Writers such as Ernest Hemingway, Norman Maclean, Sarah Orne Jewett and Isaak Walton have been drawn to this fascinating and frustrating sport. Participants will examine poetry and prose featuring fly-fishing, get the chance to write their own fish stories and fly cast on the beach. > Read Norman Maclean, *A River Runs Through It* and Ernest Hemingway, *Big Two-Hearted River*.

## 9. Literature of Place

MSC

A writer's place, or topos, generates lasting works of regional expression. This session delves into fiction and creative nonfiction grounded in home ground, including the works of John Steinbeck, James Galvin, and James Freeman. > Read *The Meadow* by James Galvin, (ISBN 0-8050-2703-3), *Ishi's Journey from the Center to the Edge of the World* by James A. Freeman, *Tortilla Flat* by John Steinbeck, and *Out of Africa* by Isak Dinesen.

## 10. Teachers as Readers: We Can't Teach What We Don't Do!

G

Join a weekend book club and re-experience the joys of reading for pleasure and talking about books with adults. Please come to the session having read Joan Didion's National Book Award winning *The Year of Magical Thinking*. We will also explore work from Laila Lalani's *Hope and Other Dangerous Pursuits* and short stories by Annie Proulx and others. > Read *The Year of Magical Thinking* by Joan Didion.

## 11. Finding the Landscape of Poetry: Capturing the Essence of Place

G

Like schoolchildren when the teacher walks in, /The aspens jostle for their places /And fall still. —James Galvin. Engage in creating narrative poetry that specifically describes a time, place, and/or event, and discover that "landscape poems" can be powerful tools for evoking strong emotional responses in our readers.

## 12. Beyond Accelerated Reader

MS

Accelerated Reader is a popular reading supplement used by many schools; unfortunately, AR includes many flaws in its program. Learn how to enhance your students' AR experience and fix many of its main problems. Please bring your school's AR list (hard copy). Feel free to email me ahead of time at [bbadrigi@slensd.org](mailto:bbadrigi@slensd.org) with any problems you would like addressed during the session.

## 13. Issues of Gender and Sexuality in the Classroom

SC

Using recent films and short stories, this seminar will address the teaching of gender charged material. We will discuss our duty to expose our students to gender charged material and the ways to guide them through the process of thinking and talking about it critically. Please bring a copy of Annie Proulx's *Brokeback Mountain*. > Read Annie Proulx's *Brokeback Mountain*.

## 18. The Cult of the Author-God: Exploring the "Clash of Civilizations" between Islam and Christianity

SC

This session deconstructs the realities and fictions within the "clash of civilizations" perception between Islam and Christianity. Using literary creation as an analogy, we explore the landscape of consciousness as it developed in the East and West, and devise strategies for turning the session into usable class content. > Read Shakespeare's *Hamlet* and *The Tempest*.

## 19. Literature of San Francisco in the 1930's—Then and Now

SC

We will explore four works that are set in San Francisco in the Depression era—two written in the 30's and two contemporary novels. Participants will discuss the themes, style, and significance of these four writings that share a common setting and time. > Read (1) *The Maltese Falcon* (Dashiell Hammett) and/or *The William Saroyan Reader* (Aram Saroyan, ed.), preface, intro and stories on pps. 52, 98, 116, 133, and 375; AND (2) *Swing* (Rupert Holmes) and/or *The Pickle Girl* (George Rathmell).

## 20. Listening to Our Parent's Stories

S

While children love hearing family stories or tales of when their parents were kids, teenagers have little or no interest in what their parents have experienced and they certainly don't think their parents ever felt or suffered as they do. This workshop is designed to show the fabulous resource parent interviews can be for engaging students in



photo by Ken Lane

literature. When assigned, teens will actually listen to their parent's stories. Unit writing projects will be demonstrated with participants interviewing and writing personal stories. > Read *The Color of Water* by James McBride.

## 21. There is room for me here!

EIM

The purpose of the workshop is to outline what struggling readers really need to succeed, share specific share integrated strategies and literature that supports success. Looking at effective teaching practices for all of the key aspects of literacy instruction that can be implemented in the context of a teacher's classroom. Participants will walk away knowing how to help and motivate this important population of students.

## 22. Framing the Issue

G

The words selected to frame the issue control the discussion. Is it the Arctic wildlife or Arctic wasteland? Is it tax relief or public investment? Do I own a dog or am I its guardian? Is the place called a wetlands or a swamp, a forest or a jungle? George Lakoff's book, *Don't Think of an Elephant* has hit the nail on the head. Let's talk about it. > Read Lakoff's *Don't Think of an Elephant* and *Moral Politics*.



# Registration Information

## 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. Historically, this occurs by June 15 or earlier. Register by paying all fees at the same time. **No on-site registrations are taken.**

### 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.** Participants lodging off grounds **must pay** the off-grounds registration fee. Off-grounds registration does not include meals;

however, a Non-Resident Meal Ticket for six meals is available for \$70. *By state law, smoking is forbidden in all rooms.*

### 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 listed by the session. If you would like to pre-order, phone, fax or write:

the Works

Attn: Pam Bensinger • [pbear@sbcglobal.net](mailto:pbear@sbcglobal.net)  
667 Lighthouse Avenue  
Pacific Grove, CA 93950  
831-372-2242 fax - 831-372-9184

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



# Asilomar 56

## Registration Form

Please complete and clip a separate registration form (photocopies acceptable) for each person attending and mail in the same envelope with your payment (made out to Curriculum Study Commission) for the full amount to Dan Wolter, 1134 Walnut Street, Napa, CA 94559; telephone 707-253-9397 <[dwolter@napanet.net](mailto:dwolter@napanet.net)>.

Please print! Date \_\_\_\_\_

Number of years teaching \_\_\_\_\_ Gender: M / F

Name \_\_\_\_\_

Address \_\_\_\_\_

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

E-Mail Address \_\_\_\_\_

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

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

Preferred Group #: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

	Registration Fees	
	CATE member	*Non-member
Early Registration (postmarked by June 15)	\$ 90	\$130
Late Registration (postmarked after June 15)	\$130	\$170
Off-Grounds Early Registration (postmarked by June 15)	\$150	\$190
Off-Grounds Late Registration (postmarked after June 15)	\$190	\$230

### 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, the CATE convention, and a one-year subscription to *California English*.

\* The Non-member Fee includes a one-year membership in both CCCTE and CATE.

### Unit Credit

You can earn 1.5 quarter units of university credit. Check the box if you are interested in CSU Hayward Extension Credit. Yes!

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

(Please check desired accommodation)

HISTORIC (private bath)

Tide Inn, Hilltop, Lodge, Scripps

- Single \$295 (very limited availability)  
 Double \$195 each (limited availability)  
 (If selected, you must indicate a second choice. Remit the larger fee.)

STANDARD (private bath)

East Woods, North Woods, View Crescent, Long View

- Single \$355  
 Double \$215 each

Sea Galaxy, Surf and Sand

- 3 to a room \$175 each  
 4 to a room \$170 each

Total Accommodations \$ \_\_\_\_\_

Registration Fee \$ \_\_\_\_\_

Non-Resident Meal Ticket \$70 \$ \_\_\_\_\_

**Total Fees:** \$ \_\_\_\_\_

### Payment Method

*Sorry, no school purchase orders can be accepted*

Check or money order made payable to CSC

MasterCard  VISA

Card # \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Expiration date \_\_\_\_\_ / \_\_\_\_\_ (month/year)

CCV # \_\_\_\_\_ (3 digits after card # on reverse side in signature space)

Signature \_\_\_\_\_

*If paying by Credit Card, is your billing address the same as the mailing address? If not, please provide your billing address on the reverse side.*

### Refunds

For cancellations by July 15, a refund minus a \$15 processing fee will be granted upon request. Due to changes in Asilomar Conference Center policies, we are no longer able to make refunds after July 15, 2005.

Will you be attending free Saturday Reception? Yes  No

- Vegetarian Menu please
- Wheelchair Access needed
- Box Lunch for Sunday noon

• **IMPORTANT!** Be advised to REGISTER EARLY to assure lodging and priority in sessions! Order now if you plan to eat a box lunch on Sunday!



## *Dedication*

# Jim Gray

This year's Asilomar Conference is dedicated to Jim Gray's enduring legacy. His common-sense idea of "teachers teaching teachers" became the single most effective in-service approach to improving the teaching of writing in our schools. Starting with the first Bay Area Writing Project program in 1974, it expanded throughout the country and even extended across national boundaries to become a truly global phenomenon of shared light.



photo by Peg Skorpinski

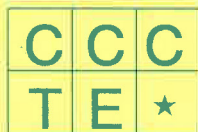
### Salute to Retired Leaders of the Profession

Janet Emig's landmark study, *The Composing Processes of Twelfth Graders*, arguably changed research in writing. This weekend, Former President of the NCTE Emig joins Edmund Farrell, Associate Executive Secretary of NCTE. An early founder of our Asilomar conference, Farrell is probably the only person who has been president of two state English associations: California and Texas.

# Asilomar 56

**September 29 – October 1, 2006**

Dan Wolter, Registrar  
1134 Walnut Street  
Napa CA 94559



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.