
NCRLL

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NATIONAL CONFERENCE ON RESEARCH IN LANGUAGE AND LITERACY

What is the Role of NCRLL in the New Millennium?

Peter Smagorinsky, The University of Georgia

Literacy research has now been conducted for over a century. The study of reading began in nineteenth century France and Germany, stimulating an interest in the scientific study of reading in the U.S. The first U.S. study of reading was published in 1884, with the initial dissertation in reading completed in 1917. Writing research was first published in the U.S. in 1902, with the earliest composition dissertation defended in 1927.

During the early years of literacy research, studies were conducted sporadically and researchers worked in relative isolation. One of the key developments in establishing the kinds of scholarly networks necessary to support and sustain research fields was the development of professional organizations through which people could share their work. In 1911, NCTE was founded by members of the English Round Table of the Secondary Section of the National Education Association. This feisty group was energized by their protests against the efforts of colleges to institute entrance requirements that in effect dictated the secondary English curriculum. NCTE's early leadership and emphasis derived from the interests of its secondary school founders. Researchers in elementary language arts felt marginalized within NCTE—the International Reading Association was not established till 1956—and its secondary English focus. In 1932 a small and distinguished group of elementary researchers within NCTE

formed The National Conference on Research in Elementary School English (NCRLL's original name, quickly changed to the National Conference on Research in English) in order to provide themselves and their interests with greater political and scholarly voice. Researchers oriented to secondary and postsecondary schooling were soon admitted to their august company.

In its founding, and throughout much of its history, NCRE was an explicitly and proudly elitist organization with a clear purpose. In its early years membership was limited to 25 people. As recalled by Lou LaBrant in Water Petty's *History of NCRE* (available at <http://www.coe.uga.edu/ncrll/Publications/Downloads.htm>), "The original group was small and remained so till in the 40s. It was [1932-1940 Secretary-Treasurer C. C.] Certain's idea that the number should be limited, to permit all of the members to sit around a dining table at the annual meeting and report and discuss informally" (p. 61). As the only research-oriented group derived from the only professional organization for English/language arts educators, its mission was to lead the field in the systematic study of the teaching and learning of literacy, a goal toward which it proceeded with undisputed stature and unchallenged authority.

Quarterly was not launched till 1965, *Research in the Teaching of English*

till 1967, *Journal of Reading Behavior/ Journal of Literacy Research* till 1969; the 1980s and 90s then saw a proliferation of journals to which a literacy researcher could submit a study, review, or theoretical paper. To create the scholarly outlet that the field as a whole did not provide, NCRE established a publication program (see <http://www.coe.uga.edu/ncrll/Publications/NCRLLPublications.htm>) that served as a vital and essential source of research for the field. For many years, then, NCRE was a unique and indispensable organization for maintaining research interests, developing research conversations, establishing research networks, and publishing the fruits of research activity.

Seventy years after its founding, however, NCRLL does not have the unique status it once possessed. Other organizations are available to join for networking and support. Electronic listserves now provide 24/7 conversations once experienced but annually among the elite around the NCRE dinner table. Conference programs are better structured to support researchers. Specialized conferences are held every month around the globe. Journals abound and book publishers produce scores of new titles each year. OERI-funded research centers—the Center for the Study of Reading, the Center

continued on pg. 3

PRESIDENT'S MESSAGE

Nominations for Membership and Fellows

As an NCRL member, you can nominate colleagues for membership. The criteria are provided below. As part of our commitment to diversity, we are seeking to increase the numbers of people of color who are members of NCRL. As you consider possible nominees, keep this commitment in mind. Please send your nominations to Barbara Lehman no later than April 26, 2002.

Criteria for Membership:

Candidates for NCRL membership should be able to demonstrate their current interaction with research in the language arts through one or more of the following activities:

- publishing original research in English language arts
- editing or compiling research conducted by others
- publishing writing related to the identification or research needs, theory, synthesis of research, or critique of research in the English language arts
- directing research efforts conducted by others (e.g., theses, dissertations).

Nomination Procedures:

Submit a curriculum vitae for the candidate, plus one letter of recommendation from any NCRL member.

Criteria for NCRL Fellows:

For consideration as an NCRL Fellows, candidates must have:

- been a member of NCRL in good standing for a minimum of three years
- made outstanding contribution to research in English language arts.

Nomination Procedures:

Submit two letters of nomination, each written by current Fellows.

Send nomination letters and candidate information to *no later than April 26, 2002* to:

Barbara A. Lehman
The Ohio State University at Mansfield
1680 University Drive
Mansfield, OH 44906

e-mail address: lehman.1@osu.edu

NCRL Volume 28, Number 2

The *National Conference on Research in Language and Literacy*, formerly the *National Conference on Research in English*, was founded in 1932 as a professional organization committed to furthering research in the teaching of English and to improving instructional practice through the dissemination of research findings. The newsletter is published twice yearly.

Publications Chair: Cindy O'Donnell-Allen
Newsletter Designer: Bud Hunt

GET CONNECTED

Last Fall, NCRL established a new website and listserv to better serve our members, promote discussion of issues, and provide timely information. You can get connected through any and all of the following means:

Visit the NCRL website at:
<http://www.coe.uga.edu/ncrl/>

Subscribe to the NCRL

Listserves: Send a message to listserv@listserv.uga.edu In the body of the message, type

subscribe NCRL-L Firstname
Lastname

To post to the list once you've subscribed, send messages to NCRL-L@listserv.uga.edu

CALL FOR ARTICLES & ANNOUNCEMENTS

Do you have newsletter items that might be of interest to the NCRL membership? Send your ideas to Publications Chair Cindy O'Donnell-Allen: E-mail (preferred): cindyoa@lamar.colostate.edu; Address: Colorado State University, Department of English, 359 Eddy Building, Fort Collins, CO 80526; FAX: 970.491.5601. The deadline for submission for the Spring 2001 issue is February 15, 2002.

EXECUTIVE COMMITTEE

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for the Study of Writing and Literacy, the Center for the Teaching and Learning of Literature, the National Reading Research Center, the Center for English Learning and Achievement, the Center for the Improvement in Early Reading Achievement—have been in operation since 1976. AERA provides SIGS and sections that enable contacts and connections. Membership in NCRL now numbers in the hundreds, opening the organization to a more democratic makeup but diluting the prestige once accorded to inclusion. With NCRL now but one of many research-oriented organizations in operation, we must ask ourselves, what is the role and relevance of NCRL at this point in its history? What is the rationale for NCRL and what should it be doing to justify its existence? The too-early, too-expensive breakfasts at the NCTE fall and IRA spring conferences are wonderful congregations but hardly reason to stay in business. What niche does NCRL fill now in a scholarly world filled with organizations, outlets, and opportunities?

This question became the topic of discussion at the session following the breakfast at the spring 2001 IRA meeting in New Orleans. Several past NCRE/NCRL officers weighed in on the organization's future. Texts of their provocative talks follow, after which I'll return to comment on how the executive board is considering how to shape NCRL's vision and activities in the coming years in light of the current state of the field.

Sources Consulted

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Some Thoughts on Directions for NCRL at the Beginning of the 21st Century

**David Bloome
Vanderbilt University**

I am thankful to Peter Smagorinsky for bringing together a group of people to stimulate our thinking about future directions for NCRL. As I see it, NCRL can and should play a major role in promoting and provoking the intellectual imagination of researchers of language and literacy. Indeed, NCRL may be the only organization and institutional entity in a position to do so.

In my view, the need for promoting and provoking the intellectual imagination of the field is especially critical at this point in our history. I worry that our field is becoming calcified. The proliferation of handbooks, encyclopedias, blue panel reports, and white papers may be evidence of a field focused on solidification rather than imagination. Too often, reports of research appear to be little more than given theories in search of supporting data, the reiteration of entrenched positions, or methodological eloquence producing

facts of little consequence. Our desire for grants and the prestige they bring has allowed politicians and corporate executives too much influence over the questions and lines of inquiry that drive the field.

NCRL's history gives it a warrant for provoking the imagination of the field. NCRL started out as a small group of researchers who sought to encourage a research presence in NCTE. As NCRL, then NCRE, expanded it often seemed that the major rationale for being a member was to get one's name in the membership book. As the membership of NCRE became larger, questions were raised about elitism and whiteness and whether that functioned to promote research or hinder it. I mark the major change in NCRL with an invited lecture given by Karla Holloway who challenged NCRL to address the changes brought about by the new students showing up in our teacher education classes and doctoral programs. She challenged us to imagine a broader agenda than access, assimilation, and the reproduction of the status quo and of ourselves. And NCRL took up that challenge, opening up its membership and leadership and expanding the discussion on what constituted research and knowledge. As a consequence, elitism is no longer a driving rationale for NCRL. But we are yet to move to the next step, that of imagining a broader agenda than access, reproduction, and assimilation.

The future of NCRL is bright if we can emphasize the role of imagination and possibility in research on language and literacy. Perhaps this means closer ties with the humanities and the arts; perhaps it means challenging ourselves further with regard to taken-for-granted assumptions about research, knowledge, and the infrastructure of

continued on pg. 4

our field. In my view, there are few places for language and literacy researchers to safely invest in creativity, to challenge what we think we know, or to think deeply about the meaning of what we do as a field. In my view, such an organizational agenda would constitute much needed leadership.

Future Directions for NCRLL

Karin L. Dahl

The Ohio State University

I believe that NCRLL has a vital role to play in informing current debates about educational issues in literacy. Our stance as an organization has traditionally been a neutral one, yet these times call for us to speak out effectively and move toward political awareness. As the leading organization of literacy researchers nationally we can illumine selected literacy issues, work to increase the political awareness of educators, and mobilize researchers to effectively influence political discourse about literacy instruction. We need to be inside the national discussion, even if we have to elbow our way in, and we need to be ready with information. Part of our work as an organization in my view is to follow key issues closely and work to have an impact on the debate.

To get the discussion started about how to accomplish such a goal I am suggesting three possibilities. First, why not have focused sessions at our national meetings that bring together a range of perspectives on a single key issue? Our time together could be a rich discussion informed by a few speakers and by data that they put on the table. I'd like to see annotated reference lists that identify significant research and handouts that present essential concepts on an issue. Our work in such sessions would be to deliberate, to work with ideas and differences. In these discussions or in separate breakout groups we could expand what we know and think together, exploring possible courses of action.

Second, I think we could have working sessions at conventions where NCRLL members develop position documents that could later be posted on our website, discussed among members, and used as possible documents to inform decision makers. The working sessions could bring together NCRLL researchers to think and write together. The products could be position papers, or brief concept sheets that could be distributed.

Third, I think we should explore various new ways to publish research-based documents that get to the heart of key issues and serve the field. These could be consumer friendly fastback publications that have a tone of speaking to an immediate need with sound research-based information or they could be newsletters that would serve as handouts for educators. There also may be cyberspace options to explore. Could there be a featured issues part of our NCRLL website where various kinds of publications are available?

In summary, I am suggesting that we take action as an organization and that we get in the discussion about important literacy education issues with information in usable forms. I think these activities would enliven NCRLL and influence thinking about the literacy issues of the day.

A Conference in Search of an Agenda

Timothy Shanahan

University of Illinois at Chicago

We have a problem. The National Conference on Research in Literacy and Language (NCRLL), with its long and illustrious history, its impressive membership role, and its clear dedication to scholarly achievement in literacy and language, seems to have nothing to do. More specifically, NCRLL appears to have nothing to do that is not already being done quite well by many other groups—in fact, by many groups that NCRLL members belong to.

NCRLL at various times in educational history has been an exceptionally important group in spite of its small size and uncertain status. When the major professional organizations in literacy, such as the National Council of Teachers of English and the International Reading Association, did little with research and there were no other groups such as the National Reading Conference or the Society for the Study of Reading dedicated entirely to literacy research, almost anything that NCRLL did was of some significance to the field. However, we now have a solid research infrastructure—no, not everything that we need perhaps, but much more than existed when NCRE, now NCRLL, began.

So what is it that researchers need that an organization such as NCRLL could provide? We need places where we can talk. We need places where we can tell about our studies and where we can hear about the studies of others. We need places where we can push our work and our minds forward through conversation. Over the years, in lots of different venues and formats, NCRLL has sponsored meetings—excellent meetings. But a veritable alphabet soup of organizations—IRA, NCTE, NRC, AERA, SSR, CRA, and CCCC all have meetings, as do their various affiliate groups, committees, as-semblies, and state and regional organizations. One more meeting now and again can be a good idea, but it is not a sufficient purpose for an organization like NCRLL.

Researchers also need places to publish their theories and research and they need to be able to buy or borrow or make available to their students the stuff that researchers have produced. NCRLL has published a number of classic works over the years, works that have generated income that has allowed for activities well beyond the means of our membership budget. However, I would have to say that we have ample numbers of journals

continued on pg. 5

President's Message continued

dedicated strictly to the publication of research, such as *Reading Research Quarterly*, *Journal of Literacy Research*, *Research in the Teaching of English*, *Yearbook of the National Reading Conference*, *Written Communication*, and so on, as well as many other journals that take the role of translating research into practice. Many university, scholarly, and commercial publishers, as well as professional organizations publish scholarly books on literacy and language, too. NCRLI can publish an occasional book that would be valuable, but I would argue that is not enough of a purpose for an organization like this one.

We have a small membership and a relatively small budget, so funding specific studies is out of the question even if we wanted to do it, and again, there are lots of funding sources in government and in our professional organizations so that probably isn't our role either. And while we can give research awards and other recognitions, these would be an insufficient reason to continue as an independent organization.

Of course, we can attempt to address policy issues, and there are certainly more than enough important issues of research support and governance issues in education, but still again I believe that given our size, our geographical diversity, and our lack of full time leadership, we are unlikely to have a big impact on policy issues and would be better off doing that work through our other larger organizations that are better equipped for this type of thing.

So is there nothing of value for NCRLI to contribute? One possibility would be to attempt influence and establish research agendas for the field. Who is determining which questions have been answered adequately and which are begging to be answered? I think NCRLI should consider organizing a conference and a publication around

this issue every five years. The NCRLI president should appoint a voluntary commission that would work in concert with other organizations to set research agendas. We should share in the royalties of any publication that results from this work, and we could hold at least one conference on the agenda that results.

This publication and conference could serve as a lighthouse for young scholars and a reminder to government agencies and professional organizations—as well as to our own members—about the state of research in our field. This kind of effort can serve as an important counterweight to the current agenda setting that is left entirely or almost entirely to Washington bureaucrats. It will have the benefit of being self-sustaining and it will involve in an active way a greater proportion of our membership than is now possible.

Organizations must have some common purpose that members can join in. At the current time, NCRLI lacks such a common purpose. The development of research agendas and directions for the field is a valuable and unique role, currently played by no professional organization in the field. NCRLI could improve its status by trying to fill this vacuum—and it would be doing so in a fashion that is consistent with its history.

Reprise

Peter Smagorinsky

In the past few years, the NCRLI executive board has tried to help redefine the organization's purpose and how its activities can better work to meet its goals. The following initiatives illustrate the board's efforts to revitalize NCRLI:

- **Board meetings:** Executive board meetings have become institutionalized at the NCTE fall and IRA spring conventions to replace the informal meetings previously held.
- **Web site:** The NCRLI website (<http://www.coe.uga.edu/ncrll/index.html>) provides the organization's history, publications, past and current

programs, and a growing collection of pdf versions of out-of-print books available for downloading. Ideas on how to improve the website are always welcome; contact

psmagorinsky@home.com.

- **Publications:** JoBeth Allen, Donna Alvermann, and David Reinking now serve as the editors of the NCRLI Literacy Research Series, a series of books on research methodology that includes the following forthcoming titles:

- *Philosophical and Theoretical Foundations of Interpretive Research*, George Kamberelis and Greg Demitriodis
- *Case Study*, Anne Haas Dyson and Celia Genishi
- *Ethnography*, Shirley Brice Heath
- *Mixed Qualitative/Quantitative*, Karin Dahl
- *Critical Theories Based*, Arlette Willis
- *Narrative*, David Schaafsma
- *Discourse Analysis*, David Bloome et al.
- *Action Research*, Marian Mohr

The executive board has also discussed the possibility of initiating other research series. Two requirements are necessary in order for additional series to be launched: (1) an editor or editorial team must make a commitment to produce the series (if you have ideas, please contact the NCRLI executive board); (2) NCRLI must work to establish an ongoing relationship with a publisher committed to producing the series.

- **Conference:** The executive board has established a triennial conference to coincide with the Research Chair's term of office (now 3 years). The Research Chair (currently Victoria Purcell-Gates) will plan the conference in conjunction with the President elected during the year of the Research Chair's (Peter Smagorinsky). The first of these conferences will be held in 2003; details forthcoming.

We welcome ideas from the membership about the role of NCRLI in the coming years. We also welcome nominations for potential officers who have the vision and energy to set and meet the organization's goals in the years ahead.

MEMBERS IN THE NEWS

Dick Allington, University of Florida, has co-authored *Learning to Read: Lessons from Exemplary First-Grade Classrooms*, with M. Pressley, R. Wharton-McDonald, C.C. Block, & L. Morrow (2001, Guilford).

Donna Alvermann and **David Reinking** have been named the new co-editors of *Reading Research Quarterly*. Their appointment runs from September 2001-2007.

Allen Berger, Miami University, Ohio, served on a national team to review and update the reading and English language arts standards, K-12, in South Carolina. His recent publications include "Importance of Reading Can't Be Overstressed" (July 29, 2001, *The Cincinnati Enquirer*) and "An Interview with William Holmes McGuffey" (2001, *The California Reader*; also reprinted in *Illinois Reading Council Journal*, 2001).

Richard W. Burnett, retired from University of Missouri-St. Louis, has created a website newspaper (Youngsaintlouis.com) for middle-school students, their teachers, tutors, and parents.

Jane Catterson has produced a volume of the Boston University Journal of Education (2000, v. 182, n. 1) to celebrate the life, work, and ongoing influence of **Donald D. Durrell** as research leader and teacher. Sources were family documents, a dissertation directed by **Tom Culliton**, research reports, and her own contacts with Dr. Durrell over 40 years. Included are tributes from **Richard Chambers** and **John Manning**.

Bernice T. Cullinan, New York University, has co-authored two books: *The Continuum International Encyclopedia of Children's Literature*, with Diane Person (2001) and *Literature and the Child, 5th edition*, with Lee Galda (2001, Wadsworth Publishing). She and her colleagues are also working to establish an archival collection of the NCTE Award for Poetry for Children at the Children's Literature Research Collection, Andersen Library, University of Minnesota. If you would like to donate books written by the award-winning poets, please e-mail Bernice at this address: bernicecullinan@worldnet.att.net. Award winners include Arnold Adoff, John Ciardi, Barbara Eskensen, Aileen Fisker, Eloise Greenfield, X.J. Kennedy, Karla Kushin, Myra Cohn Livingston, David McCord, Eve Merriam, Lilian Moore, and Valerie Worth.

Avon Crismore, Indiana University-Purdue University, recently traveled to Burma to gather data on the teaching of English in Burma and to conduct workshops on new trends in undergraduate English curriculum.

Susan Florio-Ruane, Michigan State University, has published *Teacher Education and the Cultural Imagination: Autobiography, Conversation, and Narrative* (2001, Lawrence Erlbaum Associates).

An article by **Carolyn Frank**, California State University, Los Angeles, entitled "'What new things these words can do for you': A Focus on One Writing Project Teacher and Writing Instruction" is in press with the *Journal of Literacy Research*.

Daniel R. Hittleman, the City University of New York/Queens College, and Alan J. Simon, Metis Associates, Inc., NY, have just published the third edition of *Interpreting*

Educational Research: An Introduction for Consumers of Research (2002, Merrill/Prentice Hall).

Helen Lewis, YewWah Consultant and Training Co., is now teaching and working on ESL curriculum for young children in Shanghai, China. She reports that because Shanghai's goal is to have a bilingual city by 2020, the government plans within the next 5 years to recruit many foreign teachers. If you are interested in teaching or learning in Shanghai, you may contact Helen at phlphd@yahoo.com.

Cindy O'Donnell-Allen, Colorado State University, has published "Teaching with a Questioning Mind: The Development of a Teacher Research Group into a Discourse Community" (November 2001, *Research in the Teaching of English*) and has served as guest columnist for "Professional Links" and "Insight for Interns" in two recent issues of *English Journal*.

Christine C. Pappas, University of Illinois, Chicago, has co-edited with L.B. Zecker *Teacher Inquiries in Literacy Teaching-Learning: Learning to Collaborate in Elementary Urban Classrooms* and *Transforming Literacy Curriculum Genres: Working with Teacher Researchers in Urban Classrooms* (both 2001, Lawrence Erlbaum Associates).

Mike Rose, University of California, Los Angeles, has published "The Working Life of a Waitress" (January 2001, *Mind, Culture, and Activity*). He has also co-authored with Karen McClafferty "A Call for the Teaching of Writing in Graduate Education" (March 2001, *Educational Researcher*) and co-edited with Ellen Cushman, Eugene Kintgen, and Barry Kroll *Literacy: A Critical Sourcebook* (2001, Bedford/St. Martins).

Louise Rosenblatt, professor emerita at New York University, received the Lifetime Achievement Award from the John Dewey Society in April 2001. Spanish, Swedish, and Arabic translations of her book *Literature as Exploration* are forthcoming, and the November 1999 edition of *Language Arts* featured her interview by Nicholas Karolides. She has recently served as visiting professor at the University of Miami, Coral Gables, Florida, and she continues her attempts to influence revision of the Elementary and Secondary Education bill as it passes through the legislative process.

Mark Sadoski, Texas A&M University, has co-authored *Imagery and Text: A Dual Coding Theory of Reading and Writing*, with Allan Paivio (2001, Lawrence Erlbaum Associates) and has an article forthcoming in *Educational Psychology Review* entitled "Resolving the Effects of Concreteness of Interest, Comprehension, and Learning Important Ideas from Text." Mark was an invited speaker at the NATO Advanced Study Institute in Tuscany, Italy, November 5-16, 2001.

Charles Suhor, NCTE/SLATE Field Representative, delivered the keynote address, entitled "Joy and Monotony in Life, Art, and Teaching," at the seventh annual conference of NCTE's Assembly for Expanded Perspectives on Learning (AEPL), held in June at Estes Park, CO. His historical study, *Jazz in New Orleans: The Postwar Years through 1970*, was published by Scarecrow Press and the Institute of Jazz Studies at Rutgers University in May.

NCTE Assembly for Research Midwinter Conference to be held February 22-24, 2002, in New York City

“Researching the Relationship of Language, Literacies, and Power”

Organizers of the NCTE Assembly for Research Midwinter Conference issue the following invitation on the conference website:

In light of the events of September 11, 2001, we feel it is necessary to affirm and confirm our commitment to holding the NCTEAR 2002 Midwinter Conference at the Sheraton Hotel and Towers in midtown Manhattan. Joanne Larson spoke to our contact at the Sheraton a week or so after the attack, and he told her that although New York will never be “normal” again, “all New Yorkers are enthusiastically committed to rebuilding their lives.” It is also important to remember how our collective actions will bear out within the broader scope of history. With this in mind, we encourage you to continue your original plans to join together for a weekend of rigorous, challenging, and rewarding inquiries into the issues of “Researching the Relationship of Language, Literacies, and Power.” (<http://www.rochester.edu/warner/nctear/index.htm>)

In recent years, the Assembly for Research has presented thematically different conferences, and these conferences shared at least two similarities that organizers plan to build on in this year’s conference: 1) A perspective on language and literacy as social practices, and 2) a desire to promote equality of access to educational achievement for learners from diverse language and cultural backgrounds. In 2002, the conference will bring to the fore another similarity that has emerged as significant, although it is often implicit: the role of social power in relation to language, literacy and learning.

As social practices, language and literacy are not neutral or “autonomous” (Street, B.V., 1995, *Social Literacies*. London and New York: Longman.). Rather, they are “ideological” in that social meanings and power relationships are enacted through them. Presenters at the 2002 conference will explore the ideological dimensions of language and literacy practices in schools through questions such as the following:

- How are teachers helping linguistically and culturally diverse students use multiple languages and literacies to question and reinvent their relationships to the world?
- How do power relations in the classroom, in schools as institutions, in communities and in government mediate access to language and literacy for students from all backgrounds?
- How can school and community literacy practices transform the power relations that privilege some communities over others?
- How can research on literacy events in classrooms and communities help teachers and students question power relations in schooling and society?
- How do new technologies mediate literacy learning and social relations?
- How do we prepare teachers to take the ideological dimensions of reading, writing, and oral language practices into account in their classroom practices?

Keynote speakers and workshop presenters include the following: Arnetha Ball, James Gee, Kris Gutierrez, Michele Knobel, Colin Lankshear, Allan Luke, Luis Moll, Ira Shor, and Brian Street. The conference will be held at the Sheraton Hotel and Towers in New York City. University of Rochester, Warner Graduate School Dean, Raffaella Borasi, will host a Welcome Reception on Friday, February 22, 7:00 p.m.-8:00 p.m. at the Sheraton Towers Princess Ballroom. This year’s reception will honor the teachers who guided and protected the children of New York City during the hours and days following the September 11, 2001 World Trade Center attack.

Visit the conference website (<http://www.rochester.edu/warner/nctear/index.htm>) to download a conference registration form, view or a schedule of events, and find more information on accommodations.

NCRL Conference Programs Feature Distinguished Speakers

The annual breakfast at the NCTE fall conference in Baltimore was held on November 18. **Deborah Brandt**, professor of English at the University of Wisconsin and author of *Literacy in American Lives* (2001, Cambridge University Press), spoke on “Sponsors of Literacy.”

At the 2002 AERA Conference in New Orleans, April 1-5, 2002, **Elizabeth Suzby**, well-known for her work in emergent literacy, and **Laura Schiller**, one of Elizabeth’s doctoral students, will speak on “Collaborative Partnership in LOCAL BENCHMARKS: Authentic Collaborative Questions and Purposes.”

Sarah Freedman, along with other M-CLASS research team members **Liz Simons**, **Verda Delp**, **Deborah Juarez**, and **Ann Lew**, are scheduled to speak at the annual breakfast at the 2002 IRA Spring Conference in San Francisco on Monday, April 29. Professor of Language, Literacy, Culture, and Education at Berkeley, Sarah is a co-author of *Inside City Schools* (1999, Teachers College Press), an account of the collaborative work and teacher research findings of the Multicultural Collaborative for Literacy and Secondary Schools (M-CLASS). She and other M-CLASS team members will speak on “Research Inside City Schools: A University-Schools Collaboration.”

Call for NCRLL Newsletter Items

Preparation for the **Spring NCRLL Newsletter** is underway, and we would like to hear from you. Please tell us about any recent publications, honors, or other news that might be of interest to NCRLL members.

Name:

Address:

Institutional Affiliation:

E-mail:

Recent Publications (including names of co-authors & publication dates):

Honors:

Other News:

The deadline for submission for the Spring 2001 issue is January 31, 2002. Send information to Cindy O'Donnell-Allen. E-mail (preferred): cindyoa@lamar.colostate.edu; Address: Colorado State University, Department of English, 359 Eddy Building, Fort Collins, CO 80526; FAX: 970.491.5601.

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